DOCUMENT RESUME

ED 297 908 RC 016 697

AUTHOR Murray, Steve; And Others
TITLE Effective Chapter 1 Program Improvement; Necessary Processes and Contextual Sensitivity.
SPONS AGENCY Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE Apr 88
NOTE 110p.; Papers presented at the Annual Meeting of the American Education Research Association (New Orleans, LA, April 5-9, 1988).
PUB TYPE Reports - General (140) -- Collected Works - General (020)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Change Strategies; *Compensatory Education; Elementary Education; Federal Programs; Improvement Programs; Program Development; Program Effectiveness; *Program Improvement; Workshops
IDENTIFIERS *Education Consolidation Improvement Act Chapter 1; *Northwest Regional Educational Laboratory; Program Adaptation; Technical Assistance Centers; United States (Northwest)

ABSTRACT

This is a collection of four papers concerned with improvement of Chapter 1 programs in the northwestern United States. The first paper (Steve Murray) describes a program improvement support model presently in use. It summarizes the process of program adoption in five northwestern states and describes differences in state context that have influenced the adoption process or use of the program improvement model. The second paper (Sam Stringfield) describes the Chapter 1 Program Improvement Workshop Series offered by the Northwest Regional Educational Laboratory Chapter 1 Technical Center. Central features of the workshop series and modifications required by different states and local programs are reviewed. The third paper (Alan Davis) addresses differences in implementation of improvement of Chapter 1 projects at the district level. Case histories from three districts illustrate the initial context of each project, the changes brought about while the district was involved in the improvement process, and other factors influencing the project. The changing role of leadership is seen as a central influence. The final paper (David Leitner) details one district's involvement in a Chapter 1 Program Improvement Project. Three major components of the program are examined: program self-assessment, the change process, and outcome data. The importance of context sensitivity for models of program improvement is emphasized. (DHP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED297908

THE Northwest Regional Educational Laboratory

PROGRAM REPORT

EFFECTIVE CHAPTER 1 PROGRAM IMPROVEMENT; NECESSARY PROCESSES AND CONTEXTUAL SENSITIVITY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

JERRY D. KIRKPATRICK

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

by

Steve Murray
Sam Stringfield, Ph.D.
Alan Davis
David Leitner

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Papers presented at the 1988 Annual Meeting of the American Educational Research Association, New Orleans, Louisiana

RC016697

Region 4 Chapter 1 Technical Assistance Center
Northwest Regional Educational Laboratory
and
Portland Public Schools

Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, Oregon 97204

BEST COPY AVAILABLE

Sensitivity to State-Specific Issues in the Development of Chapter 1 Improvement Strategies

by

Steve Murray

Region 4 Chapter 1 Technical Assistance Center

Northwest Regional Educational Laboratory

101 S.W. Main, Suite 500

Portland, Oregon 97204

April, 1988

Paper Presented at the 1988 Annual Meeting of the American Educational Research Association, New Orleans, Louisiana

INTRODUCTION

A principle often demonstrated in the twelve years that Chapter 1 Technical Assistance Centers (TACs) have operated is that state education agencies (SEAs) respond differently to federal mandates for change. The effective TAC, therefore, must be sensitive to state differences as it works with the SEAs on strategies for responding to federal direction. The mandate to improve Chapter 1 programs is no exception. This paper examines approaches that five states (Alaska, Idaho, Montana, Oregon and Washington) have used to examine and shape their efforts to improve Chapter 1 programs. First, I should acknowledge that Chapter 1 staff from these SEAs would be quick to point out that their commitment to Chapter 1 program quality is long-standing. To them the U.S. Department of Education (ED) mandate to improve Chapter 1 programs is an opportunity to rethink approaches, renew or revitalize efforts with school districts, and reassign resources to address a new challenge for excellence in Chapter 1 programs. Because TACs are integrally involved in planning, implementing and evaluating program improvement efforts, they are in an excellent position to contribute to the knowledge-base on educational reforms emanating from SEAs.

This paper will begin by describing a program improvement support model being used in all five states. Second, it will summarize how the program improvement strategy was introduced to each state, and highlight differences in state context that may have influenced the adoption process or the use of the program improvement model. Third, it will discuss the emerging trends within states implementing the program improvement model. Finally, it will use a research-based framework to speculate about new directions states may take in their program improvement activities.

OVERVIEW OF THE PROCESS

To begin the development of systematic state Chapter 1 program improvement models, staff from the Northwest Regional Educational Laboratory's (NWREL) Region 4 Chapter 1 TAC were trained as trainers in a school-based improvement model developed by the NWREL's Goal-Based Education Program. The model, Onward To Excellence (OTE), trains school-based leadership teams to manage school improvements by following a ten step process (Blum and Butler, 1987). These ten steps are as follows:

1. Organize for improvement

2. Study the research base and findings

3. Profile student performance

4. Set a goal for improvement

5. Check current instructional practices

6. Develop a research-based prescription for improvement

7. Prepare for implementation

8. Implement the prescription

9. Monitor implementation

10. Evaluate progress and renew efforts

School level leadership teams are trained and coached through these ten steps through a series of six workshops conducted over 18 to 24 months.

The OTE model presents a sound rational strategy for managing school improvements. However, experienced TAC staff concluded that OTE should not simply be adopted for Chapter 1 program improvement. Most importantly, OTE focuses on the school as a self-contained unit of change. Chapter 1 programs, however, operate within a programmatic effort that cuts across individual schools. They are ultimately accountable to the state and the U.S. Department of Education for their operation, and legitimate district, state, and federal roles for directing, approving and monitoring Chapter 1 programs influence their operation. Another consideration that suggested modifying OTE is that, through the Chapter 1 Evaluation and Reporting System (CHIERS), Chapter 1 programs have a standardized approach to program evaluation. Taking advantage of these standard evaluation procedures would simplify training in the development of profiling methods and goal setting.

Other features of Chapter 1 suggested that a customized program improvement strategy would be desirable. For example, cross-district networks of local Chapter 1 coordinators are often stimulated and supported through periodic within-state regional and statewide Chapter 1 meetings and training events. A Chapter 1 program improvement strategy would do well to build upon these existing networks of local Chapter 1 coordinators. Nationally sponsored and state directed Chapter 1 technical assistance resources influence the operation of Chapter 1 programs by providing an ongoing source of training and technical assistance. Such resources supply much needed support for long term efforts to improve educational practice. Among other things these factors suggested that the characteristics of a desirable leadership team for managing Chapter 1 program improvements would differ from those of a team managing school improvements and that those interested in improving Chapter 1 programs have access to special resources to draw upon.

While the general problem solving process underlying the OTE model could easily be applied to Chapter 1 programs, some content differences seemed necessary. The research-base on effective schools and school improvement, much of it certainly relevant to Chapter 1 programs, would not be identical to the research-base for Chapter 1 program improvement. Some research on Chapter 1 programs, for example, might be considered too specialized to be included in the OTE content and some research on school effectiveness may only be tangential to Chapter 1. A national effort (i.e. The Secretary's Initiative) to recognize effective Chapter 1 programs and disseminate information about unusually effective practices had also produced resources to aide those wishing to improve their Chapter 1 programs.

A practical concern suggesting the need to adapt the OTE model was the expectation that few districts or schools would be willing to commit three or more staff to the six days of training required to go through the full OTE workshop series. The Chapter 1 adaptation would need to find a more tolerable level of effort from local schools.

The model that the NWREL TAC adapted from the OTE model consists of seven steps which are supported by a series of four workshops. These seven steps are as follows:

1. Profile Performance

2. Set an Improvement Goal

3. Conduct a Self-Assessment

4. Invent a Strategy

5. Plan for Implementation

6. Implement and Monitor

7. Evaluate and Renew Plan

The major difference between the two models is that some steps in the OTE process are left implicit rather than made explicit in the Chapter 1 adaptation. The primary reason for this minor difference is to simplify the presentation of the improvement process. In practice, the steps are quite similar, although the specific content and activities are tailored to Chapter 1 programs. We have called this adaptation the Chapter 1 Improvement Process or CHIP. CHIP retains the local leadership team concept and the importance of including school level administration (i.e. the principal) on the team. CHIP also assumes that improvement is a process requiring the commitment of the team over time. It involves local Chapter 1 improvement teams in a minimum of four workshops that extend over a minimum of 12 months and teams are encouraged to continue beyond the first year of involvement.

The frame of reference for the seven steps of CHIP is the local school district. Because the major topic of this paper is sensitivity to state differences, I should clarify that the state frame of reference for CHIP introduces a complementary set of considerations and issues. Among other things, the state needs to decide whether to use CHIP in their state. If they decide to use CHIP, then they need to decide whether they will endorse CHIP as the primary method for improving Chapter 1 programs, or as one option from which districts may choose. Once a state commits to use CHIP, it must decide how it will be made available to Chapter 1 programs. For example, will district involvement be predicated on a state review of evaluation data of district program performance, or will involvement be left entirely up to district choice? What will be the role of the state and the TAC in providing training and technical assistance to locally operated Chapter 1 programs?

In making such choices, state differences come to the fore. But before dealing with state differences, the following section describes the seven steps in the CHIP process and the basic workshop structure which supports program improvement teams as they work through the steps. Then we return to a description of the way each of the five states eventually decided to use CHIP.

THE CHAPTER 1 IMPROVEMENT PROCESS (CHIP)

Local Program Steps

Profiling Performance. As defined in CHIP, profiling is a step in which the leadership team analyzes and interprets data on the effectiveness of a Chapter 1 project. Leadership teams going through the improvement cycle for the first time are encouraged to restrict their profile to an analysis of a project's NCE gains. The profile, however, may include other indicators of effectiveness such as attendance rates, the number of books read in a fixed amount of time, student attitudes toward subject matter taught and acceptable performance in the regular classroom. Anything is fair game so long as it can be conceived of as an outcome of participation in the Chapter 1 project and an appropriate evaluation design for assessing Chapter 1 effects can be implemented. Interpreting the profile involves comparing evaluation results against a standard, or standards, of comparison to judge whether the program is generally effective or ineffective or whether is has specific areas of weakness (i.e. a cluster of grade levels, a particular subject area or objective within a subject area).

Set an improvement goal. Once the effectiveness profile has been analyzed and interpreted, the leadership team establishes an improvement goal. The improvement goal may be based upon the profile or upon concerns the team has about the quality of its Chapter 1 program. For

projects in which the profile has revealed "intolerably" poor performance, the improvement goal will be profile based. However, if the profile does not reveal intolerable problems with the program, teams use a concerns based approach to goal setting. The guideline is a pragmatic combination of "anything can be improved" and "if it isn't broken, don't fix it".

Self-Assessment. After setting an improvement goal, teams conduct an assessment of program operations or processes. A conceptual framework comprising 13 characteristics of effective Chapter 1 programs is used as the basis for the self-assessment. These characteristics are as follows:

1. Clear project goals and objectives
2. Coordination of Chapter 1 and regular school program
3. Parent and community involvement
4. Professional development and training
5. Strong leadership
6. Appropriate instructional materials, methods and approaches
7. High expectations for student learning
8. Positive school and classroom climate
9. Maximum use of academic learning time
10. Closely monitored student progress
11. Regular feedback and reinforcement
12. Excellence recognized and rewarded
13. Evaluation used for program improvement

These characteristics were chosen because researchers have consistently reported their presence in effective schools and classrooms (Griswold, Cotton and Hansen, undated). They also comprise the conceptual framework for the recognition of unusually successful programs serving disadvantaged youth. Projects seeking recognition must analyze their programs in terms of these 13 characteristics.

As a product of its self-assessment, teams identify relative strengths and weaknesses of their local Chapter 1 program and tentatively identify an area for improvement. Completing the self-assessment and picking a tentative target area signals the conclusion of the analysis phase of the CHIP cycle. Teams then turn to the search for ideas, programs and practices for possible implementation.

Invent a Strategy. Teams are presented with a conceptual framework acknowledging three sources of ideas for improving practice. The framework includes:

1. Findings from research

2. Sample ideas from recognized programs

3. Cross-team sharing

Workshop activities are organized to capitalize on these three idea sources. A cooperative learning technique, a jigsaw based on selected research articles, involves participants in a review of research findings related to effective educational practices. Ideas to guide improvement in specific target areas come from a search through descriptions of projects recognized for their practice in the target area of interest (e.g. parent involvement). Numerous formal and informal workshop activities are designed to promote cross-team sharing of ideas. Teams develop an improvement strategy comprised of selected ideas from the resources available in the workshops.

Plan for Implementation. Following the development of a strategy statement, teams develop a detailed plan for implementation. The planning format includes an improvement goal, a general strategy, activities, timelines, responsibilities, evaluation requirements for monitoring the plan, and data gathering methods. Once initial plans are developed, they are reviewed by trainers, and feedback for improving the plan is given to the teams.

Implement and Monitor. Teams implement and monitor their plans. The TAC periodically assists teams during implementation and uses opportunities to provide additional topical workshops during implementation. We have, for example, given workshops on parent involvement, coordinating Chapter 1 programs and the regular program, and study skills.

Evaluate and Renew Efforts. After a fixed time period for implementation, the teams reconvene to describe their Chapter 1 improvement projects. They describe what they have done, what they have learned, what they would do differently, and how the rest of the school responded to their efforts. They are asked to provide trainers with feedback on the training content and process and they are asked what kind of assistance they would like as they continue their improvement activities.

Workshops

Four workshops support the CHIP. The first of these workshops, the Invitation to Participate, is designed strictly to recruit district Chapter 1 programs into the process. The Invitation workshop requires about one and one-half hours in which trainers present background information about effective Chapter 1 programs, describe the CHIP, discuss

how, when, and where workshops will be scheduled, present guidelines for forming leadership teams, lay out commitments which trainers will make and those expected of the participating teams. Participants at the Invitation workshop are asked to formally enroll in the workshop series and are given an enrollment agreement form to sign and return by a specified date. Districts that choose to participate are asked to form their leadership team, assemble data for profiling their program, and complete a preliminary self-assessment before the first full workshop.

The first workshop after enrollment, Workshop I -- Getting to a Goal, requires a full day to cover profiling, goal setting, and self-assessment. It concludes by introducing research on effective schools and teaching, giving assignments for Workshop II, and scheduling Workshop II which generally takes place about six weeks after Workshop I.

Workshop II -- Planning for Improvement, requires a full day to cover research on effective practice, to invent a strategy, and to plan for implementation. Reviewing research on effective practice is a cross-team activity, while the development of a strategy and the plan for implementation are within-team activities. Teams are given three to four weeks to send a copy of their improvement plan to the TAC where it is reviewed and suggestions for its improvement are returned to the teams for their consideration.

Workshop III -- Evaluation and Renewal, a one-half day workshop, is generally scheduled for the last month or two of the school year before the crunch of the last few days hits. Its purpose is to provide a forum for teams to report on their projects, evaluate the CHIP, and identify needs for continued assistance.

INTRODUCTION OF CHIP TO STATES

Oregon

The CHIP process was first introduced to Oregon in the early spring of 1986. Its introduction followed, by a few months, the establishment of a similar workshop series in Colorado. TAC outlined CHIP as a draft plan with considerable room for collaborative development between the State Chapter 1 staff and the Region 4 TAC. It was to be a proposal for organizing program improvement efforts in Oregon. The SEA and the TAC discussed the following issues:

1. How many workshops were needed to facilitate program improvement?

2. At what locations should workshops be offered?

3. How should districts be identified for program improvement?

4. What would be the role of the State Chapter 1 staff in facilitating improvement activities?

5. What content should be emphasized in the workshop series?

The SEA Chapter 1 staff agreed to a three workshop format that the TAC proposed. They felt that the series would be of interest to districts in the state and could be accommodated by many district's plans for staff development activities. A tentative plan to hold the workshop series in five locations emerged. The intent was to make the workshop series as accessible as possible for those who might want to participate. The SEA decided that district participation in the program improvement workshop series would be voluntary. Consequently, plans emphasized recruiting district participation through a round of meetings. The agenda for these meetings, which eventually became the CHIP Invitational Workshop, was to present the program improvement planning cycle underlying the workshop series, to specify the requirements for district involvement and the commitments that the TAC would make in the delivering the series, and to solicit enrollments in the series.

The SEA determined the sites for the recruitment meetings and sent out notices inviting districts to attend. While attendance was voluntary and open to all districts, the SEA specifically encouraged selected district Chapter 1 coordinators to attend. Districts were given a deadline for enrolling in the program improvement workshop series after which the SEA and the TAC set three locations for the workshop series. As far as possible, these sites were selected to minimize travel requirements on the eleven local districts and fourteen leadership teams that enrolled.

The TAC conducted the first round of Oregon program improvement workshops during the 1986-87 school year. The second year of the series is nearly complete and 13 districts and 33 leadership teams are currently active in the Oregon version of CHIP. The TAC is responsible for recruiting and training while the Oregon State Chapter 1 staff remain strong advocates of the program often recommending the Region 4 TAC to districts who need assistance. The TAC has expanded its recruitment efforts by giving Invitational Workshops at the Annual State Chapter 1 Conference as well as through such regional meetings as were used in 1986 and 1987. Additional training on areas of interest to enrollees has been given as presessions to the well-attended Winter Conference.

Washington

The TAC began providing Washington districts with workshops on program improvement during the 1985-86 school year. These workshops, although they emphasized awareness of the literature on effective schools and provided a format for planning program improvements, were limited to

one-shot, three to four hour sessions culminating with participants planning improvements for Chapter 1 programs. While the Washington SEA Chapter 1 staff were interested in developing a longer term, systematic process for districts to improve their Chapter 1 programs, they were quite concerned that the Chapter 1 improvement process would complement and not conflict with new state-initiated efforts to stimulate and support school improvements. Specifically, Washington schools are required to periodically conduct a self-study followed by a plan for improvement. State officials were concerned that the high priority on school improvement not be compromised by an effort to improve Chapter 1 programs. They watched with interest as the TAC and the Oregon SEA went through the first year of implementing CHIP; then, in the winter of 1986-87, decided to actively consider adopting the CHIP model for Washington.

TAC presented the CHIP model to the Washington State Chapter 1 coordinator and the Chapter 1 evaluator, who was then, and still is, the formal contact for TAC services in the state. The Chapter 1 coordinator approved the concept and asked the TAC to return and present the process to the Support Services and Programs Director. The purpose of the meeting was to gain approval for the workshop series in Washington and to insure the SEA that Chapter 1 program improvement activities would be coordinated with other state activities, primarily the required self--study. With the Director satisfied, the TAC and the SEA began planning for the recruitment of Washington Chapter 1 programs.

Much as in Oregon, the state wished to leave involvement in the process voluntary rather than target it to specific districts or programs. In March of 1987, the TAC conducted two hour invitational workshops in each of nine regions served by Washington's Educational Service Districts (ESDs). These workshops were preceded by a morning presentation by the State Chapter 1 coordinator who discussed Chapter 1, the state compensatory education program, and Chapter 1 reauthorization. Districts were told that if the pending Chapter 1 reauthorization bill were to pass, ineffective programs would be required to plan improvements and that CHIP would be the primary method for developing those plans.

As a result of the invitational workshops, 18 leadership teams from 15 districts enrolled in the CHIP and five sites were selected for conducting the workshops series. Shortly after districts enrolled in CHIP, the State Superintendent of Public Instruction sent out special letters of commendation to the team leaders and district superintendents. Interestingly, two of the sites were joint clusters of improvement teams from Washington and Oregon school districts. This represents one of the very few times in which the Region 4 TAC has given workshops to multi-state audiences.

The Region 4 TAC is currently concluding the first year of working with Washington Chapter 1 programs, and is helping them plan program improvements through the CHIP. The state Chapter 1 coordinator or one of his staff has attended all of the workshops given in the series in the

1987-88 school year. The State Chapter 1 coordinator is currently exploring possible roles and responsibilities for state staff in CHIP. Their current role is to facilitate program recruiting and observe the workshops. The SEA is very interested in developing a long range plan for improving Chapter 1 programs. CHIP will be a major component of that plan.

Idaho

Idaho adopted the CHIP concept at essentially the same time as Washington, in the winter of 1986-87. They were also searching for ways to stimulate and support districts to improve their Chapter 1 programs, but during the previous year had placed higher priority on developing an individual student data base for Chapter 1 Migrant program evaluation and on reporting and improving the quality of evaluation data.

The Idaho Chapter 1 coordinator also preferred to have districts be given the option to participate in the improvement process and as a consequence enlisted the TAC to conduct a series of Invitational Workshops in the spring of 1987.

The Idaho Chapter 1 coordinator wanted to have a strong state role in the improvement process. The long range objective was to prepare the state consultants to become trainers in the workshop series. Consequently, the state took strong initiative to get districts involved in the process. For example, they required all districts to complete a self-assessment using the instrument used in the CHIP model; they coordinated all of the mailings inviting districts to the Invitational Workshops held throughout the state; they collaborated in planning the workshop agenda; and they took responsibility for presenting part of the workshop.

The Idaho recruitment resulted in 17 teams from 16 districts participating in the workshop series during the current 1987-88 school year. These 17 teams were organized into three clusters which began in October, 1987. Just before the workshops were to begin the State Chapter 1 coordinator resigned to take another position, but the new Chapter 1 coordinator, who had been on the staff, decided to go on with the series. The SEA staff and the TAC have shared responsibility for presenting the workshops.

Alaska

Most of Alaska's 52 school districts serve small numbers of students and cover a vast geographical area; travel is costly and often very time consuming. Therefore, to conduct a workshop series which brings staff from many districts to a central location has major cost and time allocation implications for the districts. For this reason and others the

State Chapter 1 coordinator required a lengthier period to consider CHIP's potential acceptance, effectiveness, and adaptability for use in Alaska. To compound matters, a slumping state economy had resulted in significant staff and travel budget reductions at the State Department of Education. The State Chapter 1 coordinator was concerned that, in the face of these obstacles, the SEA may not be able to adequately support CHIP's implementation in the state. In the meantime, other types of TAC assistance (e.g. developing procedures for conducting needs assessments) had been of higher priority to the state Chapter 1 staff.

Before directly planning for CHIP's adaptation with the state Chapter 1 coordinator, Region 4 TAC staff presented topical workshops on program improvement in the state and kept the state coordinator informed of developments in other states in the Region. The topical workshops helped assess district interest and support for program improvement activities. Through an annual meeting of state Chapter 1 coordinators in the Region 4 TAC's area of service, Alaska's State Chapter 1 coordinator gained direct reports about the experiences of other states and districts using CHIP. These reports helped the State Chapter 1 coordinator assess CHIP's potential for improving Alaska's Chapter 1 programs.

Early in the 1987-88 school year and in response to the federal mandate for improving Chapter 1 programs, the SEA decided to require districts to submit general plans for program improvement in their annual applications for Chapter 1 Regular and Migrant funds. They identified 12 districts to be pilot program improvement projects and began to examine CHIP and its accompanying materials as a desirable way to assist districts in developing and carrying out their improvement plans.

In December of 1987, the State Chapter 1 coordinator decided to more actively consider CHIP for use in Alaska. After other key SEA staff were oriented to CHIP, they decided to use it as the primary means of support for these 12 pilot districts. They dealt with the problem of travel costs by using state resources to pay expenses for a team from each district to attend the workshops.

Alaska is currently unique among Region 4 states in that it requires program improvement plans be included within each district's Chapter 1 Regular and Migrant project applications. General goals and strategies are to be formulated to cover three years, and the supporting plan detail is to be completed for one year and updated each succeeding year. Planning for three years and including the plan as part of the application lead to a strong commitment to program improvement with well-developed, detailed plans. To provide additional support to districts, the SEA, in conjunction with the University of Alaska, offers staff development through a series of "Academies for Excellence in Education" each summer. For the summer of 1988, the academies and the SEA will join to offer specific help to the districts involved in program improvement by focusing on the areas that districts target for their improvement efforts.

Another variation in Alaska's adaptation of CHIP is the time of year they plan to begin the process. Rather than beginning the workshop series in the Fall, as most states have done, Alaska plans to begin in the early Spring giving districts the opportunity to have a plan ready to include with their Chapter 1 applications. A second group of districts will begin in August (similar to practice in other states). But to reduce travel costs and allow participants to maximize the benefits from their trip, the first two workshops will be offered on two successive days and in conjunction with one of the summer academies rather than have the usual six weeks intervening between the workshops.

Montana

The SEA Chapter 1 staff in Montana had chosen a primary approach to support district program improvement two to three years before CHIP was developed. They used a one-day TAC developed workshop and related technical assistance to introduce research on effective schools and help districts plan improvements to their Chapter 1 programs. SEA staff have conducted the workshop in all regions of the state and have reached about one-half of the Chapter 1 projects in Montana's 554 school districts through this workshop. It remains the major approach to assisting districts with program improvement. However, once CHIP was developed and piloted in other states, it was offered as an optional process for developing and supporting district program improvement plans.

In the Fall of 1986 two districts chose to receive training in CHIP. Each district had intended to participate in the state conducted program improvement training, but for various reasons they were unable to attend state scheduled workshops for districts in their regions. The two districts went through the first two workshops much as in other states, but when it came time for the third workshop (evaluation and renewal) they chose not to gather the teams together again. They felt the process had gone very well, and essentially wanted to "leave well enough alone." However, the following fall, one of the districts requested a follow-up workshop in which teams were given the opportunity to report on their efforts (as is normally done in the third workshop in the spring) and renew their current plan or create a new plan.

The experience with these two districts has provided the Montana SEA with another option for more in-depth program improvement assistance to districts.

SENSITIVITY TO STATE DIFFERENCES

If four of the five states examined are using CHIP program improvement and one is using CHIP to supplement their primary approach,

then what sense does it make to examine sensitivity to state differences? The answer to this question is that sensitivity to state differences does not necessarily mean that solutions will vary greatly. The process and issues addressed during adoption may vary considerably. As states have begun to implement the model additional variations have come into play. The important point is that implementation of the CHIP model allows for and even demands that the SEA make meaningful choices about how implementation will take place in their state.

The five Region 4 TAC states examined in this paper are diverse in many respects. Table 1 depicts selected background data illustrating this diversity. While these variables do not determine how a state will address Chapter 1 program improvement, they may subtly influence adoption and implementation issues. For example, Alaska's cautiousness about the costs of travel associated with implementing CHIP are consistent with the small number of students and high per pupil expenditures. Their solution was to increase the economy of workshop travel by running two of the workshops on consecutive days. While the value of spaced contact is reduced, the state is able to more effectively coordinate the delivery of other related training with the CHIP workshops.

As we look at the five states examined in this analysis we see some striking differences in the ratio of state to local educational funding. Educational funding in Washington is predominantly state level with only about 20% coming from local sources. On the other hand local sources in Oregon account for about 65% of the total educational revenue. Such differences suggest different modes of communication between the SEA and local districts.

States with a higher level of state funding are likely to have more of its staff administratively responsibile for state programs. This means that districts may be accustomed to seeing state officials in a role of communicating program expectations and monitoring for compliance. Such states may also have a greater number of initiatives competing for the attention of local district staff. Coordination of these efforts becomes an issue, and attention should be given to the local burden of any new set of activities. On the other hand, a higher level of local funding suggests greater local district autonomy and higher stakes communication between the local schools and their communities (e.g. Oregon).

States differed in their readiness to adopt. One factor determining readiness was the concern that the Chapter 1 program improvement activities might conflict with existing state initiatives for school improvement or other strategies for assisting districts with program improvement. The former was clearly an issue with Washington's decision to adopt CHIP. Their concerns about potential conflict between the state's self-study requirements and the use of CHIP was a dominant theme in considering whether to adopt the CHIP model. It was important that TAC address these concerns by meeting with those responsible for implementing the self-study requirement and examine ways in which the two efforts might complement one another.

States have had different positions regarding the conditions under which local school districts may obtain TAC services. Some states have required that all requests for on-site TAC services come through the SEA which in effect ends up procuring TAC services. Others have allowed districts to contact the TAC directly to request services and have asked only that the TAC keep the SEA informed of the services provided.

Idaho officials were concerned that their efforts to implement an improved evaluation and reporting system not be compromised by attention to implementing a systematic Chapter 1 improvement process. Consequently, they chose to delay their adoption of the CHIP model until they had completed the first full year of implementing the new evaluation an reporting procedures. It should be noted that this choice to delay implementing CHIP did not mean that improving the evaluation and reporting system was inherently in conflict with program improvement. Rather the issue was to avoid adding to the burden of local districts with new procedures.

Another consideration which affected the timing of the adoption decision was the history of the working relationship between the TAC, the SEA and the districts in each state. Two factors have been important here. First, one of the five states, Washington, has separate units responsible for administering the Chapter 1 program and completing the state level Chapter 1 evaluation and reporting. Alaska, Montana, Idaho and Oregon each has responsibility for general program and evaluation housed in the same unit.

Having separate evaluation and program units required more formal coordination in the adoption decision in Washington. This was compounded by the fact that, historically, the TAC's contact in the state represented the evaluation unit rather than the program unit and the program improvement initiative was perceived to be more of a program unit agenda than an evaluation unit agenda. While this did not become a negative force in facilitating planning for program improvement in Washington, it could easily become a barrier elsewhere.

EMERGING DEVELOPMENTS

After one or two years of experience with CHIP, states are beginning to show interest in refinements and variations. And states that are just beginning to use CHIP are learning from the experience of states that implemented before them and are creating their own variations. Oregon, which adopted CHIP first, is interested in finding more feasible ways to provide Chapter 1 program improvement services to small, rural schools. These schools are often remote and have little money for staff development activities in their Chapter 1 budget. It makes little sense for them to commit a minimum of three staff members to three days of training

(nine or more days of training plus travel expenses) for a program that is funded at a level of from $3,000 to $10,000 and serves fewer than 20 students. However, many of these schools have very high poverty rates and clearly are interested in finding ways to improve their instruction to Chapter 1 students.

A second area in which states are looking to refine the CHIP model is in finding additional qualified trainers with incentives to provide training. One of the underlying problems here is limited TAC resources and the desire to reach more Chapter 1 programs. Two options are being explored. The first is to have state staff facilitate improvements through the CHIP model. The second is to identify and train intermediate school district staff who currently have responsibility for assisting local school districts.

Third, Idaho is considering ways to beef-up the self-assessment stage in the CHIP process. This stage is currently limited to highly subjective self-assessments and would benefit from more rigorous techniques such as on-site external reviews. On-site reviews have higher costs than the more subjective self-assessment.

Alaska, which has only recently adopted CHIP, has plans to train about 12 districts a year. They will coordinate training of districts with other summer training opportunities and will be using SEA staff as trainers.

UNDERSTANDING TIMING AND SUBSTANCE OF VARIATIONS

About ten years ago Hall and Loucks (1976) developed a conceptual model which they used to analyze the implementation of innovations. They observed that the behavior of potential users and actual users of an innovation could be described in terms of different levels of implementation. The premise is that use is more complex than to use, or not to use the innovation. According to their model, use is defined by behaviors that reflect increasingly sophisticated application of an innovation. They called the model Levels of Use (LoU) and while it was developed to explain the implementation of pre-defined classroom innovations it is introduced here as a framework for explaining and forecasting state variations in the implementation of program improvement strategies.

One note of caution. The LoU model assumes that the innovation is well defined. Little attention is given to innovations that demand the user actively design elements of the innovation. Such innovations provide the opportunity for mutual adaptation that Rand Change Agent Study of the mid 70's found an important feature of successful innovations (Berman and McLaughlin, 1977). Nevertheless, as illustrated here, the LoU framework may still contribute to a better understanding even underspecified innovations.

According to the Hall and Loucks model, the eight Levels of Use are:

Nonuse

Orientation

Preparation

Mechanical Use

Routine Use

Refinement

Integration

Renewal

The following discussion supplies samples of behaviors defining each of the levels. The behaviors assume that the Chapter 1 Improvement Process (CHIP) is the innovation of interest.

Nonuse

Reflecting on the discussion of how the CHIP process was introduced in the five states, you may see that the first critical point is when and how a state moves from Nonuse to Orientation. States made this move at different times. We saw evidence that four factors influenced the timing of the move from Nonuse to Orientation. These were:

1. The existence of competing priorities.
2. Historical use of TACs in the state.
3. The type of communication routines established between the SEA and LEAS.
4. Staff changes in the state agency.

Orientation

During Orientation each state would be expected to seek information about CHIP, explore the demands that implementation might make on state and local agency staff, assess the relation of CHIP to in-place procedures for Chapter 1 evaluation and program management, and examine the relation of CHIP to in-place school or program improvement initiatives. State staff exhibited these behaviors as described in the preceding sections. Major differences between the states were revealed in their

examination of in-place school improvement initiatives such as Washington's concerns about the relation of CHIP to their self-study initiative, and in-place or recently changed procedures for evaluating programs such as Idaho's new state strategy for Chapter 1 program and evaluation data collection. All five states explored demands on state and local staff and came to similar, but not identical positions on the roles to be played by state staff. The states that chose not to pioneer the CHIP, however, were able to benefit from the experience of the pioneering state (i.e. Oregon).

Preparation

During Preparation users orient staff, assign roles and responsibilities and develop a schedule of events. States adopting have used different procedures for orienting staff to the CHIP model. Efforts to orient state staff reflected the roles and responsibilities that the state staff had cut out for themselves. For example training and planning sessions with state Chapter 1 staff in Idaho put them in position to take an active role in training. On the other hand, in Oregon, where it was decided to have TAC as the primary organizer and provider of the CHIP training, the SEA preferred to have the TAC manage recruiting and scheduling and receive periodic briefings on the activities.

Mechanical Use

Activities at the Mechanical Use level are characterized by focusing upon the details of implementation. The users reflect little on the steps of the innovation (i.e. CHIP) and simply monitor the tasks as they are completed. It is important to note here that when we think of state level implementation of CHIP, which is the focus of the present analysis, states are not implementing the same process that local Chapter 1 programs do. States support district involvement in CHIP which they may do in a number of ways. For example, states play a critical role in recruiting and selecting projects for involvement in the process. It is the state which must decide whether to leave the choice of involvement entirely up to the local project or to take a more active role of encouraging or even directing programs to go through the process.

It is difficult to say how well the behaviors reflecting Mechanical Use apply to state level implementation of CHIP. My assessment is that they do not apply especially well. States are in more of a facilitating, directing, supporting role. They do not appear to carry out these roles in a mechanical manner. Much thought is given to carrying out their role in a way that best accommodates to effective training of local programs.

Routine Use

Routine Use is characterized by stable implementation with few changes from cycle to cycle and little emphasis on improving use. The

fact that a complete cycle of CHIP use requires at least one full year may make it less likely that a state will stay at the Routine Use level.

Refinement

States at the Refinement level are concerned with minor changes in which they attempt to eliminate problems and improve the effectiveness and timeliness of CHIP activities. They may change the schedule of activities and the criteria for identifying programs to go through the CHIP process. Changes often reduce costs and effort, respond to new policy developments, incorporate new technical information, or revise access and involvement in the improvement process. We might expect refinements within the next year as the result of the newly reauthorized version of Chapter 1 which requires ineffective projects to plan and achieve improvements. We have already seen interest in refinements described in the earlier section on emerging developments.

Integration

Behaviors reflecting the Integration level would show changes based on other SEA improvement efforts and changes in other procedures prompted by implementation of CHIP. We might expect data collected for profiling and for self-assessment of Chapter 1 projects to be used with state efforts to routinely monitor Chapter 1 programs. Conversely, we may see changes in CHIP content to incorporate research on improving educational programs other than Chapter 1.

Renewal

The Renewal level is defined by behavior that implies emphasis on formally evaluating the effectiveness of CHIP and examining options for improving Chapter 1 programs. These options may eventually displace CHIP or provide additional strategies for improving programs.

These descriptions of how states might behave at different levels of use may help TACs forecast and interpret state needs and motivations for variations to CHIP. Such a model, along with a good understanding of contextual factors affecting Chapter 1 programs and technical assistance in a state, can be used to insure that program improvement strategies are sensitive to state differences.

Table 1

Background Characteristics of Five States
Using the Region 4 TAC's
Program Improvement Process

	Alaska	Idaho	Montana	Oregon	Washington
Total Enrollment[1]	86,888	199,812	315,506	530,095	769,083
Number of Districts[1]	52	115	554	312	299
Per Pupil Expenditures[2] (1986 Rank)	1	49	15	14	19
Federal Funds (%)[2] (1986)	10.2	9.5	7.0	6.6	6.1
State Funds (%)[2] (1986)	68.9	57.4	49.0	28.5	74.1
Local Funds (%)[2]	20.9	33.1	44.0	64.9	19.8

[1] Source, 1980 Census

[2] Source, 1988 Wall Chart

REFERENCES

Berman, P., & McLaughlin, M. W. (1977). Factors affecting implementation and continuation. R-158917-HEW.

Blum, B. E. & Butler, J. A. (1987, April). "Onward to excellence": Teaching schools to use effective schooling and implementation research to improve student performance. Paper presented at the annual meeting of the American Educational Research Association, Washington D.C.

Griswold P. A., Cotton, K. J. & Hansen, J. B. (undated). Effective compensatory education sourcebook, volume 1: A review of effective educational practices. Washington D.C.: U.S. Government Printing Office.

Hall G. E. & Hord S. M. (1987). Change in schools: Facilitating the process. Albany, New York: State University of New York Press.

Fundamental features of the NWREL TAC Chapter 1 Program Improvement Workshop Series

by

Sam Stringfield, Ph.D.

Northwest Regional Educational Laboratory

April, 1988

Paper presented at the 1988 Annual Meeting
of the American Educational Research Association, New Orleans, Louisiana

Fundamental features of the NWREL TAC Chapter 1 Program Improvement Workshop Series

Sam Stringfield, Ph.D.
Northwest Regional Educational Laboratory

INTRODUCTION

This paper is the first of four in a symposium titled, "Effective Chapter 1 Program Improvement: Necessary processes and contextual sensitivity." The goal of the symposium is to describe the features of the workshop series. The present paper will provide a general description of the Chapter 1 Program Improvement Workshop Series which has been offered by the Northwest Regional Educational Laboratory (NWREL) Chapter 1 Technical Center (TAC) for the last three years. This introduction and brief literature review is followed by a description of the central features of the workshop series. Modifications of the series, as presented in different states and to local programs presenting unique problems, are then described. Some general information regarding participants is followed by impressionistic evidence of the effects of the workshop series on participating projects.

The three subsequent papers will provide concrete examples of the need for, and TAC responses to, contextual variations found within and among districts and states.

The program improvement series has roots in three educational research fields, plus a considerable body of practical Chapter 1 program improvement experience. In the two and a half years since the series was first offered, the "state of the art" in each of the areas on which it draws has progressed. The workshop series itself has evolved in keeping with this new research, and the experiences of the researchers and practitioners who designed, presented, and have participated in the series.

BACKGROUND

Twelve years ago, the then U.S. Office of Education founded Chapter 1 Technical Assistance Centers (TACs) for the purpose of raising the quality of local and state Chapter 1 program evaluations. The U.S. Department of Education has seen fit to maintain the institution of regional TACs while expanding the goals TACs are expected to achieve. For the last three years TACs have have been asked to spend a minimum of half their resources assisting State and Local Education Agencies (SEAs and LEAs) in improving their Chapter 1 programs. The specifics of how to distribute these program improving resources were left to the four regional TACs, and each has pursued a unique mixture of offerings.

Beginning in the fall of 1985 several members of NWREL TAC's staff have examined research available to guide improvement efforts within Chapter 1. We found relevant knowledge in three research fields: Teacher effectiveness, school effectiveness, and program change.

In the area of teacher effectiveness, the research available at the time has subsequently been well reviewed by Brophy and Good (1986). We interpreted that field to indicate that teachers' in-class behavior patterns could produce powerful, predictable effects on student achievement. That such variables as Academic Learning Time (Fisher et al., 1980), Interactive Instruction (Stallings, 1980), use of praise (Brophy, 1981), and questioning patterns could be altered by individual teachers to produce increased learning. In Stallings (1980), Good and Grouws (1979), Stringfield, Schaffer, and Devlin-Scherer (1985) and others (for review see Gage, 1985) we saw considerable evidence that these patterns could be changed through extended workshop series. We examined those change programs, and one TAC person became a certified instructor of the Stallings (1980) Effective Use of Time Program.

In the school effectiveness field, work by Edmonds (1979), Brookover et al. (1979), Rutter et al. (1979), Teddlie et al. (1984) and others (as reviewed by Purkey and Smith, 1983; and more recently by Stringfield and Teddlie, 1988) there was evidence that larger institutions made a considerable difference in such areas as "climate", "clear goals and objectives", and the constructive use of evaluation data. Through reading about (e.g. Hallinger and Murphy, 1987, and Barr and Dreeben, 1983) and participating in (Wimpelberg et al., 1989) research on schools, we became sensitized to the power of *contextual* variables in shaping the process of educational change.

Though less rigorously evaluated than teacher change studies, programs using these school level variables were being widely marketed and lauded (e.g., NWREL's "Onward to Excellence" program, Milwaukee's "Project RISE.") We

examined several such programs, and staff members became certified "Onward to Excellence" leaders.

Studies of the processes of educational change in a variety of contexts were being published in rapid succession. Huberman and Miles (1984), Hall and Hord (various dates, 1987), Fullan (1982), Rosenblum and Seashore-Louis (1981) were all reporting on naturalistic research on the process of change in educational programs. These studies possessed considerable congruence as to to conditions necessary for meaningful change. The first was the understanding that change takes time. One day workshops were not producing meaningful, long term effects. A second was the primacy of technical assistance. Huberman and Miles concluded that, "Large-scale, change-bearing innovations lived or died by the amount and quality of assistance that their users received once the change process was under way." Buy-in by those who must implement the change was supported by research as being critical. The value of having clear goals, a clear vision, and early successes was apparent. Through a Kellogg Fellowship, one TAC member was able to visit school change projects in such diverse locations as New York City ("C-SIP"), Connecticut, Charlotte, N.C., Tokyo and Tel Aviv.

Having reflected on those research and experiential bases, the NWREL TAC team made a series of conclusions. The first was that adequate research had been published to guide the process of improvement in Chapter 1 programs. The most relevant, replicating literatures were in teacher- and school-effectiveness and program change. Second, given TAC resources, no innovation could afford being either "top down" or "bottom up." A combination of the two would be necessary: some time in the workshops

would be spent on instructional issues, some on organizational. Third, an extended commitment, preferably covering more than one year, was necessary. Fourth, the workshops should have a clear structure, yet allow for local adaptations built around local concerns and locally perceived needs. Finally, a central focus of the workshops would always be individual student's academic achievement.

The series was planned to include three meetings during a first school year, with the potential for three additional meetings during a second year, if projects felt that such follow-up meetings would be valuable. The three first-year workshop days were to be scheduled six to twelve weeks apart.

Meeting one would introduce the newly adopted "Thirteen Characteristics of Effective Compensatory Education"[1] (Griswold et al., 1986) Virginia Plunkett, Chapter 1 Director for the Colorado Department of Education, agreed to host two pilot series of the workshops. The series were offered in the spring of 1986 in Greeley (northeastern) and Alamosa (south-central) Colorado.

THE "BASIC" THREE WORKSHOP SERIES

The program improvement workshop series assumes, and it its first session presents, a ten step Chapter 1 change process. The ten steps are:

1 1) Identify key individuals to coordinate improvement.
2) Become familiar with research base regarding effective practices.
3) Assess current practices.
4) Target certain aspects of Chapter 1 practices for special emphasis.
5) Set performance goals for targeted Chapter 1 practices.
6) Identify effective techniques to accomplish goals.
7) Develop a plan.
8) Implement a plan.
9) Monitor progress and provide assistance.
10) Re-assess practices and renew efforts.

Workshop 1 assists participants in obtaining overviews of relevant "effectiveness" research and of their own programs relative to those research literatures. It begins with an overview of the workshop series and the 10 step process for planning and implementing change. Thirteen "Characteristics of Effective Compensatory Education Programs" as identified through a review of research by the U.S. Department of Education (Griswold, et.al., 1986) are introduced. Highly interactive discussions of these characteristics are structured into the day. A more formal tool is "The Chapter 1 Self Assessment Instrument" (Murray, Davis, and Stringfield, 1986, 1988) then introduced so that participants my systematically examine their own projects. A number of other tools, designed to evaluate various aspects of participants'

local programs are presented. These facilitate districts' examination of student, school, and program level performance in the areas of instructional balance, Academic Learning Time, and similar topics.

Between sessions one and two, participants are asked to perform self-assessment and systematic classroom observations to identify both the strengths and weaknesses of their current practices. Suggested readings are from primary and secondary research on instructional variables affecting student achievement.

Workshop 2 enables participants to focus their improvement efforts. The workshop begins with local presentations of data gained about their local program, and the aggregated results of Self-Assessment Instrument of Chapter 1 Program Quality, as completed by Chapter 1 and other teachers, principals, and other involved administrators. Areas for improvement are targeted, and participants set performance goals and delineate strategies and techniques to achieve their goals. Additional information is presented on specific effective practices. Examples are given of exemplary programs and practices from across the nation. Volumes 2 and 3 of the Effective Compensatory Education Sourcebook (NWREL, 1986, 1987), and NWREL's "In their own words" series are central to this process. Specific topics addressed are determined to a large extent by outcomes of the self-assessments performed by the participants. As an assignment to be completed before the next session, participants are asked to develop specific objectives and strategies for change in one targeted area. A series of change planning and management forms are provided for that purpose.

Workshop 3 revolves around implementation and monitoring processes. Presentations focus on factors affecting the change process, and how to facilitate change successfully. Attention is paid to each district's particular change readiness, and strategies for working within that situation. Participants are taught how to monitor and evaluate the effects of their efforts, and how to renew the process. Issues specifically addressed include staff development and leadership. Other topics based on the research literature may also be discussed. Technical assistance is offered in refining, implementing, and monitoring the plans.

Changes in the basic series have occurred over time as the research fields have undergone refinement, and as TAC persons have gained additional experience. For example, recent series have included sessions on leadership (e.g. Greenfield, 1986; Murphy and Hallinger, 1987; Bennis and Nanus, 1985; Kanter, 1983); "Higher order thinking skills" (e.g. Marzano et al., 1988; Resnick, 1987), and hands-on experiences with microcomputer based Chapter 1 data-bases which facilitate data use for targeted program improvement (e.g. Davis and Deck, 1988.)

Throughout the series, the TAC and the local State Department offer on-site and telephone consultations, within fiscal restraints. Materials are provided to assist the participants in becoming familiar with the research base, to profile their own programs, to plan improvements and to monitor outcomes. Ongoing technical assistance in subsequent improvement cycles is provided on request.

SITE-SPECIFIC MODIFICATIONS OF THE BASIC SERIES

As the title of this symposium indicates, the Program Improvement Workshop Series is regularly modified to better address various states' and local concerns. Other modifications have been made as additional research has been published. To date, the workshop series has been offered through four offices of two separate TACs. Each office has made modifications which fit their perceptions of local needs and their interpretations of various research bases.

The modifications fall along four dimensions. First is the length of the series. The Denver office of the NWREL TAC has, for three years, offered a "basic" series of three full day workshops within one school year. Additional workshops during a second year are offered as requested within fiscal restraints. The Portland office offers three-and-a-half-days of workshops, with the first half-day coming the school year before the remaining three. Their experience is that this preliminary session "gets the show on the road", and makes the subsequent days more productive. The Atlanta office of the Southeastern TAC (Educational Testing Service) offers a full two year, six day workshop series which uses NWREL TAC materials, plus others developed by ETS TAC staff (Yoder, 1988), goes into additional detail on several points, and attempts to provide additional support for the full implementation and institutionalization of the locally chosen change area. Districts or states opting for the six day series may contract with ETS for the additional costs incurred during the extended process, or the state may include the services in their basic TAC "letter of agreement". (The NWREL series are covered under the basic TAC contract and are offered at no charge

to participating LEAs.) The Austin, Texas TAC office offers the basic NWREL three day workshop in two-and-a-half days within one school year.

Second, presentations vary to some degree on the primary content focus of the series. The Denver, Atlanta, and Austin series attempt to balance instructional and organizational foci throughout the series. The Portland series have a heavier focus on organizational development and research from the "school effectiveness" field.

Third, many state directors hold strong opinions as to how local Chapter 1 programs should be operated. In some cases, those opinions are mutually exclusive. TACs must swim in the waters present in each state. If a state director strongly favors a "whole language" approach to reading, an additional hour on that topic is provided during Workshop 2. Where a director strongly favors cross-age peer tutoring, research by Levin and Meister (1986) which supports the cost-effectiveness of that approach is emphasized, in another state it would simply be mentioned. *An important limitation on this aspect of the series is that the TACs do not advocate programs and practices beyond the "13 Characteristics" which have not been shown to be effective.*

Fourth, given the results of self-assessments in any specific workshop series, the content of Workshops 2 and 3 will be altered to address identified areas of need. If four districts attending one series identify "Academic Learning Time" as a high need area, more time will be spent on teacher effectiveness research. Often "Staff Development" and "Coordination" are identified, and the series shifts somewhat to reflect those priorities. Even in series attended by 15 to 20 districts, we have not faced a situation in which each of the 13

Characteristics were identified as areas of need by one or more projects. Characteristics not identified as problems receive less attention. This presenter is not aware of two workshops series being presented in identical fashion or covering identical content.

PARTICIPATION DATA

The workshop series was first offered at two locations in Colorado during the spring of 1986. A total of 27 districts participated. Since the time, the series has been adopted and adapted by a total of 16 states: Hawaii, Alaska, Washington State, Oregon, Arizona, Idaho, Montana, Wyoming, Colorado, New Mexico, Oklahoma, Mississippi, Alabama, Georgia, Florida, and North Carolina. (see attached map.) An approximate total of 354 districts have sent well over 1000 participants to the series.

Following papers in this symposium will present information on the effects of the workshop series on individual programs. As a person trained in the skeptical business of research and evaluation, I find myself thinking, perhaps paradoxically, about the "other" impacts (non-test score) of the series. In discussions with presenters at these series in the various states, and in my own workshop presentations, the "outcomes" I hear about most frequently are in the following areas.

1) *Re-energized and re-directed programs.* Teachers and administrators in dozens of districts saying that Chapter 1 makes more sense to them now, that their program has a new, clearer focus, that they spend more time talking with regular classroom teachers about the needs of individual students, that the tests they give make more sense to them, that they are much more aware of their time use, are providing better service to students.

2) *A heightened awareness of "effectiveness" research*, and its applicability to local Chapter 1 programs.

3) *Increased skills in the areas of instructional effectiveness.*

4) *Enhanced and improved contacts within the LEAs, with parents and the community.*

5) *A significantly enhanced knowledge of the necessary processes of educational change*, and of individual participants potential to play a role in those processes.

6) *Decreased tolerance for mediocrity.*

FUTURE DIRECTIONS

NWREL TAC continues to seek methods for improving the Chapter 1 Program Improvement Workshop Series. Steps currently being discussed include:

a. Formation of state-wide "special interest groups" of LEAs with common improvement goals (e.g. Parent Involvement, ALT.)

b) Offering special workshop series for new Chapter 1 directors.

c) The development of additional instruments for refined within-district analyses of each of the "13 Characteristics of Effective Compensatory Education Programs."

d) Extended follow-up of local program improvement efforts. Research in a variety of contexts indicates that "institutionalization" of a change requires five to 10 years. At current funding levels, TACs have modest potential to continue supporting change efforts to an expanding number of participating projects.

SUMMARY

The NWREL TAC Chapter 1 Program Improvement Series has been offered for three school years. The series is built on teacher- and school-effectiveness, and educational change research. During these three years, 354 school districts in 16 states have participated in this process. The series was originally designed a three full days of workshops, covering research on teacher- and school-effectiveness and educational change.

Constants throughout the development of the series have been:

1) A view that change is a process which takes time.
2) A focus on research with demonstrated correlates in student achievement, and
3) A sensitivity to often unique state and local needs and sensitivities.

The perceived need for, and responses to, contextual variables in Chapter 1 change will be presented in the three following papers.

REFERENCES

Barr, R. and Dreeben, R. (1983). How Schools Work. Chicago: University of Chicago Press.

Bennis, W. and Nanus, B. (1985.) Leaders: The Strategies for Taking Charge. New York: Harper and Row.

Brookover, W., Beady, C., Flood, P., Schweitzer, J., and Wisenbaker, J. (1979). Schools social systems and student achievement: Schools can make a difference. New York: Praeger.

Brophy, J. (1981). Teacher praise: A functional analysis. Review of Educational Research, 51, 5-32.

Brophy, J. and Good, T. (1986). "Teacher Behavior and Student Achievement." In M. Wittrock, Handbook of Research on Teaching, Third Edition. New York: Macmillan.

Clark, T. and McCarthy, D. (1983). School improvement in New York City: The evolution of a project. Educational Researcher, 12 (4), 17-24.

Davis, A., and Deck, D. (1988). A microcomputer based Chapter 1 database management system. Denver: Northwest Regional Educational Laboratory.

Drucker, P. (1966). The Effective Executive. New York: Harper and Row.

Drucker, P. (1985). Innovation and entrepreneurship. New York: Harper and Row.

Edmonds, R. (1979). Effective schools for the urban poor. Educational Leadership, 37, 15-24.

Fisher, C., Berliner, D., Filby, N., Marliave, R., Cahen, L., and Dishaw, M. (1980). "Teaching behaviors, academic learning time, and student achievement: An overview." In C. Denham and A. Lieberman (Eds.), Time to learn. Washington, D.C.: National Institute of Education.

Hall, G., and Hord, S. (1987). Change in schools: Facilitation the process. Albany: SUNY Press.

Fullan, M. (1982). The meaning of educational change. New York: Teachers College Press.

Gage, N. (1985). Hard gains in the soft Sciences: The case of pedagogy. Bloomington, Ind.: Phi Delta Kappa.

Good, T. and Brophy, J. (1986). "School Effects." In M. Wittrock, Handbook of Research on Teaching, Third Edition. New York: Macmillan.

Good, T., and Grouws, D. (1979). The Missouri Mathematics Effectiveness Project: An experimental study in fourth grade classrooms. Journal of Educational Psychology, 71, 355-362.

Griswold, P., Cotton, K., and Hansen, J. (1986). Effective Compensatory Education Sourcebook. Washington, D.C.: U.S. Government Printing Office.

Greenfield, W. (ed.) (1987). Instructional Leadership. Newton, Mass.: Allyn and Bacon.

Huberman, A. and Miles M. (1984). Innovation up close. New York: Plenum.

Kanter, R. (1983). The change masters. New York: Simon and Schuster.

Lewis, B., (ed.) (1987). "In their own words: Effective Chapter 1 programs as described by their staffs." Denver: Northwest Regional Educational Laboratory

Lieberman, A. (ed.) (1986). Rethinking school improvement: Research, craft, and concept. New York: Teachers College Press.

Huberman, M., and Miles, M. (1984). Innovation up close: How school improvement works. New York: Plenum.

Marzano, R., Brandt, R., Hughes, C., Jones, B., Presseisen, B., Rankin, S., Suhor, C. (1988). Dimensions of thinking: A framework for curriculum and instruction. Alexandria, Va.: Association for Supervision and Curriculum Development.

Levin, H., and Meister, . (1986). "Is CAI cost effective?" Phi Delta Kappan, 67, 10, 745-749.

Murphy, J. and Hallinger, P. (eds.)(1987). Approaches to administrative training in education. Albany: State University of New York Press.

Murray, S. Davis, A., and Stringfield, S. (1986, 1988). Chapter 1 Self Assessment Instrument". Denver, Northwest Regional Educational Laboratory.

Purkey, S. and Smith, M. (1983). Effective Schools: A review. Elementary School Journal, 83, 427-452.

Peters, T. and Austin, N. (1985.) A Passion for Excellence. New York: Random House.

Resnick, L. (1987). Education and learning to think. Washington, D.C: National Academy Press.

Rosenblum, S., and Seashore-Louis, K. (1981). Stability and Change: Innovation in an educational context. New York: Plenum.

Rowan B. and Denk, C.E. (1982). Modeling the academic performance of schools using longitudinal data: As analysis of school effectiveness measures and school and principal effects on school level achievement. San Francisco: Far West Lab.

Showers, B., Joyce, B., and Bennett, B. (1987). Synthesis of research on staff development: A framework for future study and a state-of-the-art analysis. Educational Leadership, 45, 3, 77-87.

Stallings, J. (1980). Academic learning time revisited, or beyond time on task. Educational Researcher, 8. 11, 11-16.

Stringfield, S., Schaffer, E. and Devlin-Scherer, R. (1986). A study of the gereralizability of findings from teacher effectiveness experiments. Journal of Classroom Interaction, 21, 2, 9-15.

Stringfield, S. and Teddlie, C. (October, 1988). A time to summarize: Six years and three phases of the Louisiana School Effectiveness Study. Educational Leadership, 46, 1 (in press).

Teddlie, C., Falkowski, C., Stringfield, S., Desselle, S. and Garvue, R. (1984). The Louisiana School Effectiveness Study: Phase II 1982-1984. Baton Rouge, LA: The Louisiana State Department of Education.

Wimpleberg, R., Teddlie, C. and Stringfield, S. (1989). Sensitivity to context in school effectiveness research. Educational Administration Quarterly, 25, 1 (in press).

Yoder, N. (1988). Personal communication to S. Stringfield.

[1] The USDE lists 13 characteristics of "effective" compensatory education programs. Seven are organizational: Positive school/classroom climate, clear goals and objectives, coordination with the regular school program and other special programs, parent/community involvement, professional development and training, evaluation results used for project improvement, and strong instructional leadership. Six are instructional: Appropriate instructional materials, methods and approaches, maximum use of Academic Learning Time, high expectations for student learning and behavior, closely monitored student progress, regular feedback and reinforcement, and excellence recognized and rewarded.

Educational Change and Local Context: Chapter 1 Program Improvement in Three Districts

by

Alan Davis

Region 4 Chapter 1 Technical Assistance Center
Northwest Regional Educational Laboratory
1860 Lincoln Street, Suite 320
Denver, Colorado 80295

April, 1988

Paper presented at the 1988 Annual Meeting
of the American Educational Research Association, New Orleans, Louisiana

Educational Change and Local Context: Chapter 1 Program Improvement in Three Rural Districts

Alan Davis

Introduction

This paper is the third of four in a symposium titled, "Effective Chapter 1 Program Improvement: Necessary processes and contextual sensitivity." The first paper described the central features of a guided planning process developed by Northwest Regional Educational Laboratory (NWREL) to assist school districts to improve their Chapter 1 projects systematically. The second identified state level factors affecting the delivery of technical assistance to promote the improvement of Chapter 1 projects. This paper examines differences at the district level associated with varying impacts of efforts to improve Chapter 1 through participation in the NWREL workshop series.

Three districts were selected for case histories. All three participated in the full Chapter 1 Improvement Process led by the Technical Assistance Center (TAC) operated by the Northwest Regional Educational Laboratory (NWREL) during 1985-86 or during 1986-87. Cases were selected to illustrate different levels of change associated with the improvement process. The first case describes a district in which extensive changes in Chapter 1 instructional planning and the involvement of parents came about in several schools. In the second district, significant changes in instructional practices occurred in selected classrooms. In the third case, the improvement process touched only

upon matters that were peripheral to serious problems besetting the Chapter 1 program, problems that ended up being addressed outside of the process provided by the Technical Assistance Center. To simplify the examination of these differences in impacts, districts were selected that were similar in size and urbanicity. All three are small, rural districts with three to five Chapter 1 teachers. In this respect, they are typical of the majority of districts served by the Technical Assistance Center in western states.

The case histories examine the initial context of each project, the changes brought about during the period that the district was involved in the improvement process, and the relationship of those changes to the improvement process and other factors influencing the project. In these cases, the changing role of leadership in particular organizational contexts emerges as central to understanding what took place. The Chapter 1 Improvement Process functioned in part as a political resource for these leaders, helping them to promote new agendas and expectations, expand their roles, and increase their skills. When the content of the improvement process and its participatory approach fit with the agenda of a key leader, change occurred. When it did not, district improvement plans focused on benign issues that were peripheral to the real quality concerns of the district.

District A

District A is an example of high-impact change instituted district-wide. It is a small, rural district in an agricultural community, with three elementary schools and one middle school participating in Chapter 1 reading. Each school has one Chapter 1 teacher.

In 1982, Bill Hughes (not his real name) went from being a Chapter 1 teacher to principal of an elementary school and coordinator of Chapter 1 for the district. The program was suffering from low morale. Budget cuts in the first year of Chapter 1 had forced reductions in staff. Chapter 1 teachers felt isolated and vulnerable. As a new, part-time coordinator, Bill focused his time on budget considerations and compliance with evaluation, student selection, school comparability, and other requirements. There was no time to attend to instructional quality.

By the fall of 1986, Bill had mastered the rhythm of the annual cycle of application, selection, and evaluation. He had also given up his position of principal to become full time director of federal programs, made possible by an improved budgetary situation. The coordinator viewed the coming series of Chapter 1 Improvement workshops as an opportunity to shift his focus to matters of program quality, and to improve communication among Chapter 1 teachers. He recruited all four Chapter 1 teachers to attend with him as a team, and persuaded their principals to release them with the understanding that program quality would likely improve.

The Chapter 1 workshops served as a catalyst for communication. For the first time in several years, Chapter 1 teachers from the four schools came together to discuss instructional as well as organizational practices. The first workshop awakened a need to exchange information that quickly grew into a series of cross-school meetings. The Chapter 1 team met three times during the six weeks separating the first two workshops to compare instructional and organizational practices.

As the leader of these meetings, the Chapter 1 coordinator defined a new role for himself. Previously, he had functioned as a bureaucrat, monitoring compliance issues and the flow of funds. Now he led discussions bearing on program quality and the identification of improvement goals.

Coordination between Chapter 1 and classroom instruction emerged as a primary concern. Chapter 1 teachers had functioned in isolation, largely overlooked by school principals as peripheral or under someone else's jurisdiction, and neglected by the central office as well. When they came together to examine their program practices, it became apparent that coordination was lacking in fundamental ways. Different methods for collecting classroom teacher judgment as a part of the student selection process were employed from school to school. Chapter 1 teachers did not know what reading instruction took place in their children's regular classrooms, and no procedures were in place to insure continuity and complementarity in instruction.

Parent involvement was identified as a second priority. The district had just re-formed a parent advisory council, but its role was unclear. Parents

attended an annual conference sponsored by a nearby district. There were no procedures for regular communication with parents or for engaging parents as educational partners, and these shortcomings emerged in the self-assessment instrument introduced in the first improvement workshop.

The team decided to begin at once to address procedures for student selection. This was an area that had not been addressed directly by the improvement process, but the Chapter 1 team saw it as the logical starting place. From the team's perspective, coordination between Chapter 1 and classroom instruction and parent involvement all began with discussions about individual children and their instructional needs.

Following the second workshop, the team from District A began to develop a long-range plan to improve coordination and parent involvement. Again, teachers were relased for three half-day planning session over a 6-week period. The team did not wait for the third workshop to begin implementing changes. A teacher rating form to assess reading achievement was developed and piloted. Following the third workshop, implementation accelerated, as student selection began for the following fall. Classroom teachers met with Chapter 1 teachers to review ratings of individual students and to discuss appropriate instructional strategies. Parents were contacted in advance to discuss their child's participation. Individual educational plans were drawn up. In the fall of 1987, the team came to a fourth follow-up workshop and began work on an extended, three-year plan. Chapter 1 teachers initiated regular meetings with classroom teachers to update individual educational plans and to find ways to insure that the skills and vocabulary taught in the regular classroom were reinforced in Chapter 1 instruction, which was

literature-based. One Chapter 1 teacher began to instuct within the regular classroom. The focus of parent involvement shifted to developing school - home instuctional partnerships. Each school started a Chapter 1 newsletter for parents. The district sponsored its own parent conference. Parent support groups were planned.

The Chapter 1 team continued to meet at least once each six weeks after formal involvement with the TAC workshops had ended. Morale was high. Communication and coordination within Chapter 1 and between Chapter 1 and classroom teachers was better than ever before. Parent involvement was active and guided by a clear sense of purpose.

District B

In District B, participation in the Chapter 1 improvement process led to successful efforts to strengthen instructional practices in selected classrooms, without bringing about distict-wide change. District B is a rural district with a very high concentration of low income students. Five Chapter 1 teachers provide supplemental instruction in reading and math in a single large school housing grades K-8.

Elizabeth Aragon (not her real name) had been a Chapter 1 teacher before becoming district coordinator for Chapter 1 in the fall of 1984. Chapter 1 improvement workshops became available to her the following year. At that time, she was troubled by the uneven quality of instruction in Chapter 1. One teacher seldom interacted with students. She presented assignments, and sat

at her desk while students did seatwork. Students wandered in and out of her class to the bathroom or to visit in the hallway. Two other teachers appeared to have only slightly higher rates of active teaching and attention to on-task behavior.

The Chapter 1 coordinator attended the first two improvement workshops unaccompanied. Following each session, she led a meeting of Chapter 1 staff to review the workshop content and to conduct the activities prescribed. The second workshop included training in the use of a classroom observation system to measure engaged time. The coordinator presented the observation form to the teachers as an expectation of the improvement process, and arranged to observe each teacher before the third workshop. In the worst case, the observation indicated a 50% rate of engagement, with 10% interactive engagement. Following the observations, the coordinator reviewed the findings with each teacher, then held a meeting to conduct a self-assessment using the instrument provided by the Technical Assistance Center. The team identified academic learning time as their instructional priority for improvement.

The Chapter 1 coordinator brought her team to the third workshop, where they completed a plan to increase the proportion of time teachers engaged in interactive instruction. Three observations were planned for each teacher, scheduled several weeks apart, and specific improvement goals were targeted. Techniques for increasing engaged time were obtained in the workshop and disseminated. By the end of the academic year, the teacher who previously had relied on seatwork had demonstrated marked gains in interactive engagement of her students, and indicated that the change reflected a

personal re-assessment of her professional role. "I used to hate [the Chapter 1 Coordinator] because she pressured me to change," she said, "but in the end she helped me to become an effective teacher." Two other teachers showed moderate changes.

District C

District C represents a district in need of improvement for which the Chapter 1 Improvement Process was not a successful process for change. Substantial changes came about in the district, but they took place outside the context of the process led by the TAC.

Like District A and District B, District C is a small rural district providing supplementary instruction funded by Chapter 1 in math, language, and reading at one elementary school and one middle school. For several years, the Chapter 1 program at the middle school had been viewed by the district administrator in charge of Chapter 1 as a problem. The principal and the assistant principal of the middle school complained about requirements in respect to student selection and the need to supplement the standard instructional program. Middle school teachers found themselves playing the rope in a tug-of-war for control of the program between the central office and the school administration, and so they typically quit after a short tenure. This history of turnover had left the middle school program instructionally weak, with achievement gains well below state and national averages.

To strengthen his hand, the district Chapter 1 coordinator arranged for the state department of education to monitor the Chapter 1 program, assuming that the visiting team would criticize the administration of the middle school and force it into compliance. The state department agreed to the visit, and suggested as well that the district participate in improvement workshops sponsored by the Technical Assistance Center.

A team of six people attended the improvement workshops from District C: the assistant principal and a teacher from the middle school, the principal and two Chapter 1 teachers from the elementary, and the secretary to the district Chapter 1 coordinator. The coordinator himself chose not to attend.

The District C participants chose to function as a single team. Based upon their responses to the self-assessment instrument provided in the workshops, they decided to target parent involvement and coordination between the elementary school and the middle school as their priorities. The fundamental problems perceived by the coordinator and the middle school administration were not captured in these priorities, although the coordinator hoped that by looking at coordination between the two schools, the procedures employed in the elementary might be adopted in the middle school. Addressing these priorities appeared to hold little promise for improving student achievement at either school. However, in the political atmosphere in which they were operating, the team members chose not to venture nearer to the heart of the matter.

The visiting team from the state department of education arrived late in the fall, while planning for parent involvement and building-to-building

communication were still underway. Its report stopped short of finding the middle school program out of compliance, but did say that it lacked adequate diagnostic procedures and record keeping, and should "explore ways to motivate children and communicate with parents." The coordinator quickly brought the report to the attention of the Board.

The district Chapter 1 team continued to plan activities for parents. Monthly meetings were decided upon, and a standard format involving a presentation on reinforcing learning sandwiched in between food and student performances. Meanwhile, the Chapter 1 coordinator was busy convincing the principal of the middle school that the solution to the problem of the middle school was a computer-managed diagnostic-prescriptive lab. The lab would bring built-in diagnosis and record keeping, would be relatively invulnerable to teacher turnover, and probably would be motivating to students. The solution was proposed to the Board and accepted. Chapter 1 teachers heard about the decision after the fact, and were informed that the equipment would be arriving over the summer.

The activities set forth in the district's Chapter 1 improvement plan were implemented, and reportedly strengthened parent involvement and communication across buildings. Nonetheless, the central issues touching upon program quality remained unaddressed by the team.

Discussion

The first two cases provide evidence that participation in the TAC Chapter 1 Improvement Process can in fact assist certain Chapter 1 projects to improve. While it is too early to assess the impact of these improvements on student outcomes, they do represent changes in practices that have been associated with student achievement in other research. In addition, these cases provide some insight into why some districts may benefit greatly from the process while others do not.

District A and District B exhibit several characteristics associated with successful implementation of innovations identified in previous research: involvement of key leaders, a locally perceived need to change, an environment of political stability and freedom from excessive competing demands (Huberman and Miles, 1984; Rosenblum and Louis, 1981). A simple thought-experiment supports each of these as pre-requisite for the success of the undertaking in Districts A and B. That is, we cannot imagine that engaged learning time would have increased in District B or that regular planning meetings between regular and Chapter 1 teachers would have come about in District A in the absence of Chapter 1 coordinators or some other leader who perceived the desirability of these changes and were willing to bring individuals together to work on them. Likewise, the contrast between the atmosphere of trust and political support in the first two districts and the atmosphere of conflict in District C is key to understanding why the latter district could not use a participatory planning model to address central issues of concern.

Going beyond the existence of these prerequisites, however, one must ask why certain leaders are energized by a process such as this one to make substantial improvements while others, perhaps the majority, are not, even though a convincing case can be made for the need for change, and the political support exists to enact it. The hypothesis I would like to explore here is that the Chapter 1 Program Improvement Process represents a potential political resource for a leader under a limited set of conditions.

The planning process can serve as a political resource by serving as a source of legitimacy, by establishing an agenda and an atmosphere of expectations, and simply by providing information. In the cases of District A and District B, relatively new Chapter 1 coordinators had grown dissatisfied serving as bureaucrats whose accepted role was to monitor compliance and deal with the requirements of a federal program. They were ready to address issues of program quality which had not been addressed by their predecessors or by themselves, but they needed in effect to have permission to do so and some training in what program quality entailed and how it could be brought about. The Chapter 1 Improvement Process established their role and helped them to define a new agenda. Once this agenda was established, the existence of a process, with checkpoints and deadlines, created an atmosphere of expectations that defused the threat that otherwise might have accompanied an examination of instructional quality. In district B, it would have been extremely threatening for the Chapter 1 coordinator to employ an observation instrument in a classroom, when there was no precedent for such an action. In the context of the workshop series, the action was understood to be an expectation of the process, and so its meaning was altered and the threat somewhat diffused.

One implication of this argument is that dramatic improvement in association with this process is more likely to occur in schools or districts in which a participating leader is relatively new and receptive to taking on a more active role than in a district in which the administrator is either attending to quality issues already, or unwilling to risk breaking out of the traditional style of leadership-by-rule-enforcement.

Another is that the content of the approach matters. A content-free planning model, in which participants set goals without first employing assessment instruments with built-in comparison criteria, would not provide the kind of political leverage that was critical to changing teacher behaviors in District B. On the other hand, a prescriptive content, which did not allow participants to select among several areas of emphasis so that their own agendas could be incorporated, would be appropriate for only a few districts at any one time.

References

Huberman, M. and Miles, M. (1984). Innovation up close: How school improvement works. New York: Plenum.

Rosenblum, S. and Louis, K. S. (1981). Stability and Change: Innovation in an Educational Context. Cambridge, MA: Abt Associates.

WITHIN-DISTRICT COMMON AND DIVERGENT FEATURES OF INVOLVEMENT IN A CHAPTER 1 PROGRAM IMPROVEMENT PROJECT

David Leitner
Portland Public Schools
Portland, Oregon

Presented before the American Educational Research Association
New Orleans, LA
April, 1988

INTRODUCTION

The purpose of the paper is to present one district's involvement in a Chapter 1 Program Improvement Project based on a model of program improvement developed by the Northwest Regional Educational Lab (NWREL). Three major components of the program are discussed: program self assessment, the change process and outcome data. Each component is summarized and then discussed in terms of the common and divergent features of four schools who implemented the project in 1986-87. Information from ten additional schools which are involved in the improvement project in 1987-88, are presented where data are available.

The paper takes the position that program improvement is facilitated when the model of program improvement is sensitive to the different contexts to which it is applied. The model must be sensitive to the different contexts not only across districts but also among individual schools within a district. Improved program effectiveness can result when a model of program improvement permits and facilitates flexibility in selecting and implementing project goals. The model that is currently used by NWREL meets this requirement.

PORTLAND CHAPTER 1 PROGRAM IMPROVEMENT PROJECT

The Portland Chapter 1 Program Improvement Project (PIP) is a joint effort between the Technical Assistance Center of NWREL and the Portland District Chapter 1 Office. The project was

originally planned and developed by NWREL as an avenue for Chapter 1 program improvement. At the invitation of NWREL and District Chapter 1 administrative personnel, Chapter 1 schools were invited to participate as pilot schools in the Portland Chapter 1 Program Improvement Project. Participation in the program was completely voluntary: schools were not urged to participate based on either their school's or program's performance. Four schools ultimately volunteered to participate in the project. For the purpose of this paper, the four schools are Birch, Cedar, Elm and Fir Schools.

PIP is based on a model of program improvement developed by Robert Blum at the NWREL. According to the model, there are six general factors that impact program improvement: teacher effects, school effects, curriculum alignment, instructional leadership, program coupling and implementation research. Thirteen attributes of effective school, which are also the target areas for program improvement, were drawn from these categories. See Appendix A for a list of the 13 attributes. The process of program improvement was presented as a seven step process of profiling program performance, setting a goal, assessing program attributes, choosing a target area for improvement, planning the implementation, implementing the plan, and then assessing and reviewing the impact of the changes. Within this process, schools select their own goal, a target area to meet that goal and develop activities to implement the target area. See Appendix B for a schedule of the workshop dates and other scheduled

planning times for the project.

The key to the program improvement process was school leadership teams. They were responsible for planning, coordinating and implementing the projects. Each team consisted of the principal, the Chapter 1 Coordinator, a classroom teacher, and a member of the District Chapter 1 evaluation staff. One school also included an administrative assistant and another school included a second Chapter 1 teacher as members of their leadership teams. The participation of a classroom teacher was seen as a way to bridge the gap between Chapter 1 and classroom programs. The participation of an Evaluation Specialist from the Research and Evaluation Department was a way of providing district support, technical assistance and extra resources to project schools.

School Descriptions

All four schools receive Chapter 1 monies from the federal government based on the high percentage of students from low income families. However, even though the four schools meet Chapter 1 target criteria, there are wide differences among them as well as with other Chapter 1 schools in terms of socio-economic status, student achievement, student stability, ethnic attendance, etc. It is incorrect to think that these schools have similar student populations and achievements as well as community involvement simply because they are Chapter 1 schools. These

schools have different contexts into which the model of program improvement must fit. The different contexts, in part, determine what each school selects as a project goal, the target area they choose to address the goal, the plans that are developed and the outcome of the implementation. Below are descriptions of the four schools in 1986-87 on several important variables. See Appendix C for a summary table of the schools involved in the 1987-88 Program Improvement Project on some of these same variables.

Birch. Birch is primary school that is situated in a blue collar, lower middle class neighborhood. The school pulls students from three different populations: the immediate blue collar neighborhood, a small concentration of professionals families and a low SES neighborhood. There are over 650 students in the school, which makes Birch one of the largest primary schools in the district. The population is culturally diverse: over 40% of the students are minority students from several different ethnic groups. Approximately 80% of the students are from the immediate neighborhood and the remainder transferred to the school from other neighborhoods. The majority of the transfer students attend special pre-kindergarten and kindergarten classes which are not available at their neighborhood schools.

The school receives additional monies from the federal (Chapter 1) and state (State Disadvantaged) governments to provide supplemental instruction to low performing students. Almost half of the students are receiving free or reduced lunch

and less than 5% of the student population are in the district's Talented and Gifted program. The achievement scores of students in grades 3 through 5 on a locally developed test, the Portland Achievement Levels Tests (PALT), have consistently been below the district's average in reading, math and language arts. However, the school's achievement scores have improved slightly over the last two years.

The school building is over 60 years old, but its physical appearance is in good condition due to recent renovations. There seems to be a school pride regarding the appearance of the school. The current principal has been principal at the school for over 12 years and made school appearance and climate two of his priorities. The school has seen a period of administrative stability under his direction.

A segment of the parents is actively involved in school activities. For example, the PTA annually sponsors several fund raisers to raise monies (over $2,000 in 1986-87) for school projects. Over the last several years, these monies have gone to purchase books, playground equipment and office supplies. Many parents of Chapter 1 students also show support of the program by attending the Chapter 1 Open Houses that are held twice annually.

Cedar. Cedar is a primary school that is located in a lower middle class neighborhood which is on the edge of a commercial/light industrial area. There is a mix of young and older families in the community as well as several ethnic groups.

average in the basic skills.

The school building, which is 40 years old, is in good condition. There have been several principals at the school over the last several years and this is the second year of the current principal, who was formerly a Curriculum Specialist. Elm School is her first assignment as a principal.

Parent involvement is very organized. The PTA is very active and have organized a room mother program and special days for teachers such as Teacher Pet Day where parents have the opportunity to show teachers their appreciation. The PTA also sponsors fund raisers which are financially successful given the SES level of the neighborhood. The monies that are raised go back into school activities. While parent participation is high for most parents, it is low in the Chapter 1 program. Parent participation is low since families of Chapter 1 students move frequently or because they are already involved in their children's classroom activities.

Fir Middle School. Fir School is located on the edge of a residential area that is surrounded on three sides by a light industrial area. The residential area is one of the poorer in the city and is characterized by a transitory population and a higher than average crime rate. Students in the neighborhood are mainly from low SES families. Approximately 700 students attend the school, but only 60% are from the immediate neighborhood. A large number of students transfer into the school as part of the

was left without a building administrator.

Overall, parents of Cedar students are not that involved in their children's educational activities at the school. There is a core of parents that is beginning to become involved in school activities, such as the PTA. They hold strong values and have expectations for their children to succeed in school. However, they are not yet involved instructionally with their children.

Elm. Elm is a medium sized primary school with about 400 students. The school is located in, for the most part, a blue collar working class neighborhood. In the last several years, there has been an influx of low income housing which is changing the character of the neighborhood. Approximately 80% of the students are from the neighborhood while the remaining students are admitted to the school for a variety of reasons based on parent requests. The stability of the student population is over 75% indicating that three-fourths of the students are in the school the entire school year.

Elm receives extra monies from the state (State Disadvantaged) and federal (Chapter 1) governments since almost 40% of the students are in the Free and Reduced Lunch program. As a result, low achieving students receive extra help in the basic skills. Approximately 7% of the students are involved in the district's Talented and Gifted program, which is the average rate for the district. Student achievements, even though the school is located in a lower income neighborhood, is equal to the district

Almost 300 students attend the school which makes it one of the smaller primary schools in the district. Almost one third of the students are from outside the school's attendance area. The transfer students choose to attend Cedar for a variety of reasons and are admitted at the request of parents.

The school receives additional monies from the state (State Disadvantaged) and federal (Chapter 1) governments since almost 90% of the students are in the Free and Reduced Lunch program. The school's stability index is below the district average meaning that the turnover rate of students within a school year is higher than in other district schools. Only 1 percent of the students participate in the Talented and Gifted program. Student achievement in the basic skills is equal to the district average.

The school building had deteriorated over the years and no repairs and renovations were planned because the district wanted to close the school due to declining enrollments. However, several years ago when the district held public hearings on school closures, the community organized and pressured the district to keep the school open. Since that time, the school building has undergone repairs. There have been several changes in principal leadership over the last several years. In fact, there have been three principals over the last calendar year. The current principal was the second principal for school year, 1986-87, the first year of the improvement project. These changes caused some instability in the project leadership team since it

district's voluntary desegregation program. These students are basically from middle class families, and are not Chapter 1 students.

The school receives substantial extra monies from the state (State Disadvantaged) and federal (Chapter 1) governments based on the large percentage of students, 75%, that are enrolled in the Free and Reduced Lunch program. Approximately 12% of the student population are enrolled in the District's Talented and Gifted program, which is above the district average. Student achievement in the basic skills is below the district average, and only a small portion of the students even score above the district average.

The physical building is in very good condition due to recent extensive remodeling that converted an existing primary school to the current middle school. It is now considered a very attractive facility for students. There have been five changes in principal leadership over the last seven years, and 1986-87 is the second year that the current principal and administrative assistant have worked together. They are now in their third year and this marks a period of relative stability for the school's administration.

The current site of the school was chosen as a result of pressure put on the district by the Black Community who wanted a middle school in the neighborhood. Although the larger Black community was instrumental in placing the middle school at the current site, neighborhood parent involvement is viewed as low.

In fact, there is no school PTA, parent volunteers and the participation and attendance at any parent activity is low.

COMMON AND DIVERGENT FEATURES OF PROGRAM IMPROVEMENT

Three components (program self-assessment, the change process, and outcome data) of the program improvement process are summarized and then reviewed in terms of their common and divergent features. The data are based on the four schools in the project in 1986-87. Information for the ten schools involved in the 1987-88 project are reported when available.

Program Self-Assessment

There are two parts to program self assessment: assessing the achievement of students in the program and assessing the program on the 13 attributes of effective schools. The purpose of assessing student achievement is to help schools identify a goal for their project. Initially, schools compared the gains of their Chapter 1 students in the basic skills with national and state average gains of students in Chapter 1 programs. While this gives the schools initial comparison information, it is much too broad and insensitive of an indicator of program performance to help schools select a goal. In the Portland PIP program, schools also look at their Chapter 1 students' performance as compared to district students, non-Chapter 1 students in project schools and

other students with similar achievement levels. In addition, schools looked at their students' performance for individual subgoals within reading and math. From this information, each program selected a goal for their project.

Each school also assessed their program's performance on the 13 attributes of effective schools. The purpose was to identify program strengths and weaknesses in order to help schools select one of 13 attributes as the target area for their improvement project. After the schools selected a target area, they developed specific plans to implement the target area.

The plans are outlined in a Management and Monitoring Matrix which was used to help organize program planning and specify program activities. The matrix enables schools to specify the tasks, responsibilities and timelines for their projects. See Appendix D for completed copies of the Management and Monitoring Matrices for the four schools. See Appendix E for several Timelines, a computer software program, which was used by Portland projects in 1987-88 to summarize the same information.

Common Features

There were two features of the assessment process, other than going through the same general process, that were common to the four project schools. The two features were: the use of achievement data other than national and state achievement gains to identify the project's goal; and, the selection of a target area.

The four schools, not only compared the gains of their Chapter 1 students to average gain of national and state Chapter 1 students, but also to the average gains of district students and the non-Chapter 1 students at their schools. These comparisons were made at the subject domain and goal levels. The within-district and within-school comparisons provided leadership teams with a more accurate reflection of the relative achievement performance of their students from which each team selected a goal.

A second common feature of the schools was that the target area that schools selected was typically already evident to the leadership team. The self-assessment process verified their own thoughts on the subject and clarified the activities and the plans that needed to be developed to address the problem. However, I think it is safe to state that a majority of schools already know what needs to be improved, but they require a model and a process to go through to help them implement it.

Divergent Features

There were four divergent features to the assessment process: who was included in the assessment process, the selection of the goals, target areas and the plans that were developed for each school's project.

The schools selected different people to be included in the assessment process. Out of the 14 schools involved in the project over the last two years, nine schools included only the members

of the leadership team in the assessment process, three schools included the classroom teachers that taught the basic skills while two schools included all the teachers in the school.

One of the most important differences among the schools was that each school selected a goal and target area that were important to the individual schools and that was based on the individual contexts of the school. Schools selected reading if student performed poorly in reading and selected math if students performed poorly in math. In addition, some schools even specified a subgoal (e.g., word meaning) within a basic skill as the goal of the project if the achievement data showed a particular need in that subgoal. If there were no clear weakness, schools selected a goal that was either consistent with their school's emphasis or the emphasis of the district.

Another divergent feature is that schools selected different target areas based on program need. Schools selected a target area in which they perceived their program as weak. Some target areas are difficult to implement in some schools and some target areas lend themselves to be implemented in some schools. Two factors that seem to influence the target areas that schools selected were the expertise of the personnel in the school and the teams' own conceptualization about what is important. As a result of this process, each school felt that their particular target area could be implemented and would impact student achievement.

Finally, schools developed plans that included activities

that were also related to school context. There is no one way to implement a target area, one must consider the context of the school when activities are planned. Thus, even though several schools selected the target area of coordinating the curriculum, they choose different activities to implement the target area. For example, Fir Middle School used the regularly scheduled team meetings as the main vehicle to coordinate the curriculum, Elm School had the Chapter 1 teacher meet with classroom teachers while Birch School collected the needed information on an "In-Focus Card" to coordinate the curriculum. Each school thought their own activity the best given their own school context.

Below is a brief description of each project's goal, the area that the school targeted for improvement and the plans that were developed for improvement. Table 1 summarizes the same information in table form.

Table 1

Goals, Target Areas and Plans for Project Schools

SCHOOL	GOAL	TARGET AREA	PLAN
Birch	Increase Reading Skills	Coordinate Curricula	*Introduce In-Focus Card
Cedar	Increase Reading Skills (Word Meaning)	Parent Involvement	*Create Newsletter *Parent Workshops *Home Instructional Materials
Elm	Increase Reading Skills	Parent Involvement	*Develop brochure *Reg. communication *Home support
Fir	Increase Lit. Comp. and Word Problem Skills	Coordinate Curricula	*Team meetings

See Appendix F for a summary of the goals, target areas and plans for the schools involved in the 1987-88 Program Improvement Project.

Birch The goal of the project was to increase student achievement in reading. The target area for the project was the coordination of curricula between classroom and Chapter 1 programs. The leadership team developed a plan to introduce an "In-Focus" card on which classroom teachers would identify the skills students needed to work on in Chapter 1. The Chapter 1 teachers would use this information to help guide weekly lesson plans for the students. The Chapter 1 teacher, in turn, would share the diagnostic information generated from the Chapter 1 program with classroom teachers.

Cedar The goal of the project was to increase the reading skills of students, especially in the subgoal of word meaning. The leadership team selected the target area of increased parent involvement. The team developed a plan to increase opportunities for parents to become involved in their children's education. The plan included developing a newsletter, sponsoring parent workshops on home instruction/study skills and providing parents with instructional materials to use at home with their children.

Elm The goal of the project was to increase student achievement in reading. The leadership team planned to increase

student reading achievement by increasing parent involvement in the Chapter I program. They developed a model for systematic communication with parents through a weekly brochure as well as planned parent conferences.

Fir The goal of the project was to increase student achievement in literal comprehension and word problem solving skills. This was to be accomplished by coordinating the curricula between Chapter 1 and classroom programs. The plan was to have Chapter 1 staff attend scheduled biweekly team meetings for reading and math. Together, the staff would decide on the instructional plan for all students for the next two weeks.

Change Process

The project was planned so schools could successfully implement their plans during the first year. Below is a brief description of the progress of the four schools in implementing their projects. The descriptions are followed by a discussion of their common and divergent features.

Birch The leadership team developed an "In-Focus Card" in order to coordinate the curricula between Chapter 1 and classroom programs. The card went through extensive review and revision with staff before it was introduced. The Chapter 1 teacher explained the purpose of the In-Focus card at a staff meeting,

and then gave the cards to classroom teachers who completed it. Based on this information, the Chapter 1 teacher planned the instructional activities for the students. After the In-Focus card was used several times, teachers decided that the card was too complex and time consuming for the intended purpose. Although, they continued to use the card until the end of the year, the card was revised again for the 1987-88 school year. In addition to revising the card for 1987-88, the Chapter 1 teacher now meets with the classroom teachers individually to complete the card together rather than simply giving the card to the classroom teachers. The revised plan has increased the information that the Chapter 1 receives from the classroom teachers and also has improved general communication and the image of the program with staff.

Cedar The Chapter 1 staff held two parent workshops to instruct parents on working with their children at home. The focus of the two workshops were Study Skills using reading materials. Instructional materials were provided to parents. About 35 parents attended the two workshops. The workshops met their objective of having 20% attendance rate for parents of Chapter 1 students. The staff were unable to develop a newsletter and complete some other planned activities as planned originally, however, they continue their parent activities in 1987-88.

Elm The original target area was to increase parent involvement in the instruction of their children. After the activities for parent involvement were planned, but before the plan was implemented, the team realized that good communication between Chapter 1 and the classroom programs was more important for the school and program than parent involvement. Thus, the leadership team changed the focus of the project and developed a plan for coordinating the curricula and instructional activities between the classroom and Chapter 1 programs. Specifically, it stated that Chapter 1 would coordinate the academic and behavior goals of the program with the classroom program. Now, the Chapter 1 teacher meets with the classroom teachers weekly in order to incorporate student classroom needs into the Chapter 1 lesson plans. The project was implemented successfully in 1986-87 and continues in 1987-88.

Fir The staff implemented their plan for the Chapter 1 staff to attend team meetings. At the team meetings, Chapter 1 and non-Chapter 1 staff agree on the materials to be used and skills to be taught at each grade level. After two meetings, the staff realized that it was unrealistic to specify exactly what materials within the basal text that Chapter 1 and classroom teachers should use. Thus, the process was changed. Rather than focusing on the materials, Chapter 1 and classroom staff determine what skills will be focused on for the next two weeks. Now, the Chapter 1 program supports classroom instruction by

focusing on the same content but using different strategies and materials. The school continues this process in 1987-88.

In addition, the leadership team realized, based on readings in the workshop series, that their Chapter 1 students were not receiving sufficient academic learning time. The available time was further eroded by the transition from the classroom and Chapter 1 classrooms. Thus, the leadership team restructured the program for 1987-88 in order to increase the students' available learning time.

Common features

There are several common features of the four schools in implementing their individual school projects. These features include: project leadership, impact of the project on the school, the impact of the project on the target area, the impact of the project on other areas in the program, the need for extra time to plan and implement their projects, and perceptions regarding the change process.

Project Leadership. It is very clear that in order for a project to be completely implemented as planned, someone on the leadership team must take the lead to facilitate planning and implementation. While the leadership teams worked together to determine the project's goal, target area and plan of activities, there was someone on the leadership team that took the responsibility to ensure that the plans were developed and the

timelines for project implementation were met.

Impact of the project on the target area. In all cases, the project changed the previous ongoing activities of the program in the target area. This may seem obvious, but it is not uncommon for innovations to be introduced into districts and have no apparent effect.

Impact of the project on the school. Although the focus of the improvement project was the Chapter 1 program, the project typically impacted the entire school. The degree of impact on the school depended, in part, on the target area selected. Obviously, there was a larger impact on the school when the target area was coordinating the curriculum since the Chapter 1 programs coordinates activities with classroom teachers. However, the school is also impacted when the target area is parent involvement. The schools discovered that increased parent involvement in Chapter 1 also meant increased parent involvement of these parents in other school activities. Thus, the program improvement project has indirect effects on the school as a whole.

Impact of the project on other areas of the program. The 13 attributes of effective schools are not independent of each other. Changes in how one attribute is implemented changes the ways other attributes are implemented in the program. For

example. the schools that implemented, "coordinate the curriculum" saw accompanying changes in the attributes of "closely monitored student progress" and "appropriate instructional materials". The schools that implemented the attribute "professional development and training" also saw changes in the attributes of "appropriate instructional materials" and "clear goals and objectives". Thus, focusing on changing one attribute can result in changes in other attributes.

Need for additional time to implement projects. Every school mentioned that they needed additional time for a successful project. They thought that this additional time is especially important in planning the implementation. Typically, implementation will not be complete the first year.

Perceptions of the change process. All the leadership teams agreed that implementing the projects was difficult, and much hard work was required. Moreover, they learned that their plans may change based on the what they learn when they implement the program and that they must be flexible to that feedback process.

Divergent Features

There are two divergent features of the four schools during the project's implementation: project leadership and the amount of time required to implement the project.

Project leadership. Project leadership was cited as a feature common to the all programs, i.e., every project had someone who took the initiative and responsi ility to see that it was plann d and implemented. Project leadership is also a divergent feature. That is, the leader of the project could be anyone on the leadership team. In some cases it was the principal, in other cases it was the Chapter 1 coordinator, the assistant principal, as well as a classroom teacher. Thus, although leadership was an essential common feature, the leader could be anyone from the leadership team.

Time for Implementation. The amount of time that was required to implement the projects differed across the four schools. For example, Fir Middle school started their project immediately after deciding upon the activities for the project. On the other hand, Elm School first decided to change their target area after they had already developed plans for the target area that they initially chose. Finally, Cedar School did not complete several activities that were planned for the first year of the project. The disparities in the amount of time needed to implement the project is even more apparent in the project's second year. Several factors seemed to influence the amount of time needed to get the project underway. These factors are contextual in nature, eg., the organizational structure of the curriculum at the school, the type of activities planned.

Outcome Data

Both formative and summative data were collected. The formative data were collected to guide District Chapter 1 staff in working with NWREL to adjust the project to best fit local conditions. Much of these data were already reported in the common and divergent features of the program improvement process. Summative data were collected on the achievement of the Chapter 1 students as compared to the achievements of non-Chapter 1 students in project schools and as compared to the achievement of Chapter 1 students in project schools the previous year, before the project. In addition, regression analyses were conducted in order to compare the gains of project students with the gains of similar students in the district. In order to do this, spring achievement was regressed on fall achievement for all district students and residuals for project students are reported. Finally, cost information for the project are presented for each school.

Student Achievement

Student achievement was measured by fall and spring administrations of the Portland Achievement Levels Tests (PALT). Two years of data are reported, 1985-86 - the year prior to the improvement project, and 1986-87 - the year of the improvement project. The two years of data allows comparison of Chapter 1 student performance before and after the improvement project was

implemented as well as allowing comparisons with other groups of students. The scores in the report are based on Rasch Calibrated Units scores for each grade-level group.

Chapter 1 vs. non-Chapter 1 comparisons. Table 3 shows the reading achievement of Chapter 1 students as compared to the achievements of non-Chapter 1 students in project schools for 1985-86 and 1986-87. They are expressed in standard deviation scores for each grade-level, and as a result of the standardization, the scores are aggregated across grade levels within subject areas. GROW refers to the change in relative position from Fall to Spring in the group, expressed in standard scores. (It is determined by subtracting the Fall deviation form the Spring deviation of all district grade-level groups and is expressed in standard scores). It is assumed that the gains made by Chapter 1 students beyond the gains of the non-Chapter 1 students at the school can be attributed to the Chapter 1 program. It is further assumed that the gains made by Chapter 1 students in 1986-87 beyond the gains that they made in 1985-86 may be the result of the improvement project.

The data show that the achievement gains of the Chapter 1 students were already larger than the gains of non-Chapter 1 students in 1985-86 (except for Elm school where the non-Chapter 1 students made the larger gains). Nevertheless, the magnitude of the gains of the Chapter 1 students over the gains of the non-Chapter 1 students were even greater in 1986-87 than in 1985-86.

Table 4
Reading Deviation and GROW scores, Fall 1986 to Spring 1987
For Chapter 1 and Non-Chapter 1 Students at Project Schools

1985-86

CHAPTER 1 STATUS	SCHOOL	N	FALL	SPRING	GROW
Chapter 1	Birch	51	-2.62	-2.49	0.5
	Cedar	33	-2.21	-1.07	3.59
	Elm	36	-2.96	-3.37	-1.08
	Fir	52	-2.11	-2.22	-0.44
	TOTAL	172	-2.46	-2.32	0.48
Non-Chapter 1	Birch	137	0.18	-0.09	-0.88
	Cedar	83	0.36	0.61	0.85
	Elm	127	0.92	0.85	-0.11
	Fir	456	-0.28	-0.45	-0.5
	TOTAL	803	0.05	-0.07	-0.36

1986-87

CHAPTER 1 STATUS	SCHOOL	N	FALL	SPRING	GROW
Chapter 1	Birch	42	-3.13	-2.51	1.98
	Cedar	20	-2.79	-1.99	2.53
	Elm	36	-2.90	-2.00	2.93
	Fir	91	-3.32	-3.18	0.89
	TOTAL	189	-3.14	-2.68	1.69
Non-Chapter 1	Birch	150	-0.26	-0.34	-0.32
	Cedar	84	0.70	0.59	-0.37
	Elm	135	0.90	0.87	-0.09
	Fir	472	-0.35	-0.24	0.68
	TOTAL	841	-0.03	0.00	0.27

In addition, the data show that the achievement gains of Chapter 1 students were larger in 1986-87 than in 1985-86 at three of the four schools, excluding Cedar School.

Regression Analysis. Table 4 shows the results of a regression analyses where spring achievement was regressed on fall achievement for all district students. The analysis permits

comparison of the achievement gain of project students with the gains of similar district students. The results indicate that the standardized residuals for project students in 1986-87 were larger than their standardized residuals for 1985-86, except for Cedar school.

Table 5
Predicted vs. Actual Achievement

		Fall 1985 - Spring 1986		Fall 1986-Spring 1987	
CHAPTER 1 STATUS	SCHOOL	N	STANDARDIZED RESIDUAL	N	STANDARDIZED RESIDUAL
Chapter 1	Birch	51	-0.04	42	0.52
	Cedar	33	1.88	20	0.88
	Elm	36	-1.06	36	1.08
	Fir	52	-0.53	91	-0.10
	TOTAL	172	-0.03	189	0.37
Non-Chapter 1	Birch	137	-0.42	150	-0.13
	Cedar	83	0.65	84	0.04
	Elm	127	0.16	135	0.23
	Fir	456	-0.27	472	0.39
	TOTAL	803	-0.13	841	0.24

Together, the results suggest that the program improvement project positively impacted student achievement in the targeted goal areas in three schools. Although the evaluation plan did not plan to asses student achievement originally since it was felt that the project would not impact student achievement this first year, subsequent analysis revealed a beneficial effect. Perhaps the results can be due to a Hawthorne effect, or to other factors. Nevertheless, there are gains in student achievement.

Cost Data

The goal of this section is to ascertain the costs of the

projects to the individual schools so that some judgments could be made regarding the cost for replicating the projects. The analysis focuses only on the costs that the district and schools incurred as a result of providing training to the leadership teams to implement the projects as well as materials and supplies. It does not include costs incurred by NWREL. In addition, other costs that are typically included in cost estimates, such as the costs for facilities, client costs, and miscellaneous costs (Levin, 1983) are not included for several reasons: they do not apply, are provided free or would not have been used if not used by the project. For example, typically the cost of the meeting rooms where the training took place would be included as a cost. However, in this case, the cost was not included since the meeting room would not have been used if they were not used by the project. Other than the above exceptions, the cost estimates are based on the concept of "opportunity costs" or the value of the resources in their best alternative use, regardless of who paid for them. Thus, the complete cost estimates for all personnel who attended training sessions were accounted for regardless if they were provided "free" or without charge such as for the Evaluation Specialists, or if a substitute teacher was hired, such as in the cases of teachers.

Cost estimates were not determined for many actual implementation activities, such as attending team planning meetings, for several reasons. First, many of the activities for the project often represented different ways of either doing things or interacting with people rather than actual extra time

devoted to their responsibilities. Second, the number of hours that teachers work per day can range from six to ten hours depending on the teacher. It seemed inappropriate to place a dollar amount to the time teachers devoted to the project when the activities were considered their job responsibilities, and when the goal of the project was to incorporate new project activities into the ongoing Chapter 1 programs. This does not mean that the projects did not require extra time, because they did. In cases where the extra time could easily be documented, such as evening parent meetings, these costs are estimated.

Table 5 shows a summary of project costs to four schools and to the district. Costs are also broken down into expenditures, opportunity costs (which are displayed in parentheses), and total costs. The data show that the average cost per project is $2882, and that the costs per project range from $2182 to $3398.

Table 6
Program Improvement Project
Summary Costs

	BIRCH COSTS		CEDAR COSTS		ELM COSTS		FIR COSTS		TOTAL COSTS
PERSONNEL	Birch	District	Cedar	District	Elm	District	Fir	District	
Principal	($924)		($924)		($924)		($924)		($3,696)
Adm. Assist.	($816)						($816)		($1,632)
Eval. Spec.		($658)		($658)		($658)		($658)	($2,632)
Teacher			$368						$368
Teacher Subs		$900		$600		$600		$600	$2,700
MAT. & EQUIP.	$100		$400						$500
OPPORTUNITY COSTS	($1,740)	($658)	($924)	($658)	($924)	($658)	($1,740)	($658)	($7,960)
TOTAL EXPENDITURES	$100	$900	$768	$600	$0	$600	$0	$600	$3,568
TOTAL PROJECT COSTS	$1,840	$1,558	$1,692	$1,258	$924	$1,258	$1,740	$1,258	$11,528

Common Features

There are three common features of the outcome data for the four schools. First, the project was successful in gaining and maintaining the interest of all schools in program improvement. All four schools in 1986-87 and 10 schools in 1987-88 developed a plan of activities for their chosen target areas and began to implement their plan. As a result, program improvement appears to have taken hold in significant areas within the schools.

Second, the project appears to have impacted student achievement. Chapter 1 students made even larger gains than the non-Chapter 1 students at their school in 1986-87, the project year, than in 1985-86, the pre-project year. In addition, based on a regression analysis, the standardized residuals of project students were higher in 1986-87 than in 1985-86.

A final common feature is that the cost of the project was low. Most of the costs were "opportunity costs" as opposed to expenditures. The greatest portion of the cost was personnel costs related to staff training. When one considers the costs of many educational interventions, the cost of the program improvement project was low.

Divergent Feature

There is one divergent feature of the four school with respect to outcome; project cost. While the cost of the projects is low, project costs differ across the schools and may be determined in part by the target area being implemented. In 1986-

87, the costs of the projects whose target area was parent involvement were greater than the average costs of the projects whose target area was coordinating the curriculum. Although, the final costs have not been determined for the programs involved for 1987-88, already the costs of projects whose target area is parent activities are greater than the costs of other projects.

CONCLUSION

The research evidence on effective schooling has begun to recognize that the results from this research can not be applied equal success, nd should not be applied uniformly or to all school settings. "Context" is important. For example, Hallinger and Murphy (1987) found that context makes a difference in terms of principal behavior and school effectiveness. Teddlie et al., (1987) found that context makes a difference in term of teacher expectations for students. It also makes sense that context has a similar effect on variables in program improvement. The Portland Chapter 1 Program Improvement Project has shown this to be true. Schools assessed the performance of their programs, identified an area for improvement based on their program's strengths and weaknesses, and developed plans to address the target area based on the unique conditions within their own school. Any model of program improvement in Chapter 1 that wants to succeed on a broad basis must be flexible enough so that local personal can apply the model appropriately to the local context.

APPENDIX A

13 ATTRIBUTES OF EFFECTIVE CHAPTER 1 PROGRAMS

1) Clear goals and objectives
2) Coordination with the regular school program/other special programs
3) Parent/community involvement
4) Professional development and training
5) Strong leadership
6) Appropriate instructional materials, methods and approaches
7) High expectations for student learning and behavior
8) Closely monitored student progress
9) Regular feedback and reinforcement
10) Excellence recognized and rewarded
11) Positive school/classroom climate
12) Maximum use of academic learning time
13) Evaluation results used for project improvement

APPENDIX B

Portland Chapter 1
Program Improvement Project
Schedule of Activities
1986-87

Activity	Date	Time
Workshop I: Introduction, program assessment, select goal, review target area attributes.	September 19	Full day
Post Workshop 1: Complete program self-assessment and select target area.	Within 3 weeks of Workshop 1	Half day
Workshop II: Review self-assessment, begin planning implementation.	October 29	Full day
Post Workshop II: Finish planning activities to address target area.	November	Half day
Implementation: This is ongoing and the activities depends on individual school plans.	November - June	On going
Workshop III: Review programs, identify needs for next year.	May 20	Half day

Appendix C

Summary Characteristics of 1987-88 PIP Schools

	School Size	SES of Neighborhood	Student Stability	Percent Non-resident Transfers	Percent Talented & Gifted	Student Achievment	Percent Free/Reduced Lunch	Staff/ Student Ratio	Year of Prinicpal
A	400	Low-Mid	80%	25%	6.5%	Above	40%	19:1	New
B	440	Low-MId	70%	17%	4.3%	Average	55%	20:1	2nd Year
C	380	Low-Mid	70%	12%	6.5%	Average	50%	17:1	4th Year
D	490	Low-Mid	75%	15%	3.1%	Average	50%	20.4:1	New
E	720	Middle	80%	33%	9.7%	Average	55%	19.4:1	2nd Year
F	440	Low-Mid	65%	13%	2.5%	Below	75%	19:1	4th Year
G	610	Low	75%	13%	7.5%	Below	55%	20.4:1	4th Year
H	360	Low-Mid	70%	22%	3.0%	Average	45%	20.7:1	5th Year
I	360	Low-Mid	60%	18%	4.6%	Below	55%	18.9:1	10th year

APPENDIX D

BIRCH SCHOOL

MANAGEMENT AND MONITORING MATRIX

Target Area: Correlation of Reading & Math Instruction between
Prescription: Chapter I and homeroom

1. Implementation of In-Focus card
2. Chapter I staff share "Parent Report" - diagnostic information with homeroom teacher.

1. GOAL: To achieve academic gain in reading and math equivalent to district growth grades 1-5th, 1' and 2' - 1 stanine point gain.

End Point: May, 1987

4. STATUS TODAY What is the situation like today in each KRA?	5. ACTIVITIES What must be done to get from 4 to 3? (Indicate in parentheses for each activity, who is responsible.)	6. SCHEDULE (MONTHS)												3. KEY RESULT AREAS Consolidate indicators into 3 or 4 key areas in which improvement would make the biggest difference in attaining the goal.	2. INDICATORS If the prescription is implemented, what would ideally be happening? What would the target area look or be like? (8 - 12 indicators)
			Ja	F	Mar	A	May	J..							
A. Informal communication between Chapter I and homeroom teachers in regard to individual academic needs.	1/2 day leadership and grade level team plan to develop In-Focus Card	Frame												A. In-Focus Card Development: A. Team design B. Teacher review C. Revision D. Working draft	IN-FOCUS CARD 1. Administrators support and promo plan. 2. Develop In-Focus Card 3. Team leaders present plan to tea 4. Teachers gain ownership 5. Teachers follow plan 6. Chapter I teacher monitor 7. Cards will address specific area of student need, in areas of reading and math 8. Instructional techniques used wi be appropriate to students with reading/math problems 9. Mid-year evaluation by leadersh team 10. Modify and replan if necessary
		Monitor	→	·											
	Grade Level Team Leaders Presentation	F													
		H	→												
	Incorporate Feedback	F													
		H	·---·	---→											
	Working Draft	F													
		H		X											
B. Periodically AIMS & PALT scores of individual students are communicated to homeroom students.	Leadership team plan for implementation	F												B. Implementation A. Leadership team plan B. Grade level teacher feedback C. Working draft	PARENT REPORT 1. Chapter I teacher distribute parent report to each teacher. 2. Homeroom teacher will use parent report as a major resource in planning the In-Focus Card.
		H	→·												
	Grade Level Team Leaders Presentation	F													
		H	→												
	Incorporate Feedback	F													
		H	·-·-·	·-·											
	Working Draft	F													
		H		X											
C. N/A	Implement In-Focus Card	F												C. Pilot A. Grade level monitoring and feedback. (✓list, chart, and satisfaction survey).	
		H		-	·-·										
	Maintain ✓ list of use	F													
		H					✓								
	Satisfaction Survey Form	F													
		H					·-·								
		F													
		H													
D. Currently homeroom teacher gets copy for parent.	Distribute to teachers - file copy of parent report	F												D. Parent Report Copy sent to homeroom teacher.	
		H		X		·-									
		F													
		H													
		F													
		H													

BEST COPY AVAILABLE

APPENDIX D

BIRCH SCHOOL

MANAGEMENT AND MONITORING MATRIX

Target Area: Correlation of Reading & Math Instruction between
Prescription: Chapter I and homeroom

1. Implementation of In-Focus card
2. Chapter I staff share "Parent Report" - diagnostic information with homeroom teacher.

1. GOAL: To achieve academic gain in reading and math equivalent to district growth grades 1-5th, 1st and 2nd - 1 stanine point gain.

End Point: May, 1987

4. STATUS TODAY What is the situation like today in each ERA?	5. ACTIVITIES What must be done to get from 4 to 3? (Indicate in parentheses for each activity, who is responsible.)	6. SCHEDULE (MONTHS)	3. KEY RESULT AREAS Consolidate indicators into 3 or 4 key areas in which improvement would make the biggest difference in attaining the goal.	... INDICATORS: If the prescription is implemented, what would ideally be happening? What would the target area look or be like? (8 - 12 indicators)
A. Informal communication between Chapter I and homeroom teachers in regard to individual academic needs.	1/2 day leadership and grade level team plan to develop In-Focus Card	Frame / Monitor	A. In-Focus Card Development: A. Team design B. Teacher review C. Revision D. Working draft	IN-FOCUS CARD 1. Administrators support and frame plan. 2. Develop In-Focus Card 3. Team leaders present plan to teachers 4. Teachers gain ownership 5. Teachers follow plan 6. Chapter I teacher monitor 7. Cards will address specific areas of student need, in areas of reading and math 8. Instructional techniques used will be appropriate to students with reading/math problems 9. Mid-year evaluation by leadership team 10. Modify and replan if necessary PARENT REPORT 1. Chapter I teacher distribute parent report to each teacher. 2. Homeroom teacher will use parent report as a major resource in planning the In-Focus Card.
	Grade Level Team Leaders Presentation	F / M		
	Incorporate Feedback	F / M		
	Working Draft	F / M		
B. Periodically AIMS & PALT scores of individual students are communicated to homeroom students.	Leadership team plan for implementation	F / M	B. Implementation A. Leadership team plan B. Grade level teacher feedback C. Working draft	
	Grade Level Team Leaders Presentation	F / M		
	Incorporate Feedback	F / M		
	Working Draft	F / M		
C. N/A	Implement In-Focus Card	F / M	C. Pilot A. Grade level monitoring and feedback. (✓list, chart, and satisfaction survey).	
	Maintain ✓ list of use	F / M		
	Satisfaction Survey Form	F / M		
		F / M		
D. Currently homeroom teacher gets copy for parent.	Distribute to teachers - file copy of parent report	F / M	D. Parent Report Copy sent to homeroom teacher.	
		F / M		
		F / M		

APPENDIX D (Cont.)

CEDAR SCHOOL

MANAGEMENT AND MONITORING MATRIX

1-28-87

Target Area: Parent/Community Involvement

Description: To provide opportunities for parent/community involvement in achieving success in reading and word meaning.

1. GOAL: To improve reading skills, especially in the area of word meaning.

End Point: July 1, 1987

4. STATUS TODAY What is the situation like today in each KRA?	5. ACTIVITIES What must be done to get from 4 to 3? (Indicate in parentheses for each activity, who is responsible.)	6. SCHEDULE (MONTHS)	3. KEY RESULT AREAS Consolidate indicators into 3 or 4 key areas in which improvement would make the biggest difference in attaining the goal.	2. INDICATORS If the prescription is implemented, what would ideally be happening? What would the target area look or be like? (8 - 12 indicators)
A. No formal plan for involving parents in their children's reading program.	1) Staff planning for involvement. (Ch. 1 Coor. team ldrs, Jacquie Burns, staff)	Frame: X Nov; Monitor: dates, minutes, meeting notes	A. School personnel and parents support reading success through good lines of communication (indicators 1 & 5)	1) Twenty-five percent of Chapter 1 parents attend open house.
	2) Staff brainstorms and prioritizes parent involvement activities. (Coord., Jacquie Burns, Eval. spec.)	T: X Oct, X Nov; notes		2) Thirty percent of Chapter 1 parents are aware of Chapter 1 goals in reading for their children.
	3) Assess implementation (Coordinator)	F: X May; M: survey		3) Parents actively support success in reading with their own improved attitudes towards the reading process.
B. Little communication from parents and home to the school. Most communication is written. Discipline is the main topic. Parents are heard from only after a serious problem.	1) Ch. 1 sponsors Parent Open House. (Coord., teachers, parents)	F: X Nov; M: tally number of participants	B. Student achievement is a shared responsibility among students, teachers, administration, community, and parents. (Indicators 2 and 3)	4) Instructional materials/ techniques coordinated with content area.
	2) Ch. 1 sponsors Parent Workshop on Reading (Coord., CDS, principal)	F: X Feb; M: tally number of participants		5) Thirty percent of Chapter 1 parents respond positively to the Buckman reading program survey.
C. Little coordination with parents or regular classroom on developing word meaning skills for Chapter 1 students.	1) Newsletters to parents (Coordinator)	F: X Nov, X Dec, X Jan, X Feb, X Mar, X Apr, X May; M: newsletter file	C. Materials identified to support district curriculum in reading and word meaning. (Indicator 4)	
	2) Ask for suggestions/ input from staff & parents (Coordinator and staff)	T&F: X Oct, X Feb, X June; M: meeting notes		
	3) Survey to parents & teachers (Eval. spec.)	F: X May; M: tally & report		
D.			D.	

ELM SCHOOL

APPENDIX D (Cont.)

MANAGEMENT AND MONITORING MATRIX

Target Area: Coordination with Regular School Program

Prescription: Developing a model with staff to examine present program and to better coordinate an achievement program for the entire school.

1. GOAL: Increase Student reading skill achievement

End Point:

4. STATUS TODAY What is the situation like today in each KRA?	5. ACTIVITIES What must be done to get from 4 to 3? (Indicate in parentheses for each activity, who is responsible.)	6. SCHEDULE (MONTHS)	3. KEY RESULT AREAS Consolidate indicators into 3 or 4 key areas in which improvement would make the biggest difference in attaining the goal.	INDICATORS If the prescription is implemented, what would ideally be happening? What would the target area look or be like? (8 - 12 indicators)
A. Program Plan No integrated building plan. Have a good, well-trained staff Some parental involvement (especially 2nd grade) Teacher support with potential for more in future. Excellent Administrative support	Meet with KanYagi to discuss scores and develop strategy for sharing with staff and involving them developing model (Mary, Laurel, Joanne) Meet with staff -Introduce plan idea -Develop plan -Provide followup plan start program and use consistant monetoring techniques. (Mary, Laurel, Joanne)	Frame Monitor F M F M F M	A. Staff Development and and Implementation of plan	1 Staff develop plan. 2 Staff and Administrators support and follow plan. 3 Plan will include a precise objective monitoring system. 4 Materials coordinated with content/skills.
B. Abuntdant Materials - District expectations & guidelines, also testing - Well-defined curriculum - No systematic plan for student identification or teacher referral. - Lack of content integration especially regarding areas missed when student is out of homeroom	#1 Develop simple format for teacher referral (Laurel) #2 Coordinate simple concise form of content communication schedules (lessen plans) (Laurel) #3 Coordinate use of Chapter 1 material outside of Chapter 1 room (i.e. homeroom) (Laurel)	F M F M F M F M	B. Student needs identified How to - Materials - Techniques - Test data - Student needs	5 Address specific areas of student need. 6 Instructional techniques will compliment students needs. 7 Parents are aware of the plan and their responsibilities. 8 A fair, objective, systematic structure selection procedure is used.
C. Existing Parent Involvement - 2nd grade parent/child reading program - 1st grade-limited parental help with letters and sounds - 3rd- 5th little to no direct parental involvement. - Have some parental communications written and oral but need to have more systematic approach to communicating student and program needs	#1 communicate to parents (especially during conferences) the need for more direct involvement.(Laurel) #2 Develop systematic,regual communication with parents (Laurel) #3 Develop brochure/flyer/booklet explaining program goals, objectives and inform parents of classrom procedures and exopectations. (Laurel) #4 develop plan for parents to use for home support of program/also ideas for working with their child.	F M F M F M F M F M F M F M	C. Parental involvement and follow-up. D.	

APPENDIX D (Cont.)

FIR SCHOOL

MANAGEMENT AND MONITORING DATES: 1-29-87

Target Area: Coordination of Curriculum in Chapter 1 and Regular Classrooms

Prescription: To develop and implement a coordinated plan between regular classroom and Chapter 1 teachers for addressing literal comprehension and word problem solving skills.

1. GOAL: To increase the effectiveness of chapter 1 by increasing the literal comprehension and word problem-solving skills of students as measured by CAT.

End Point: June 1987

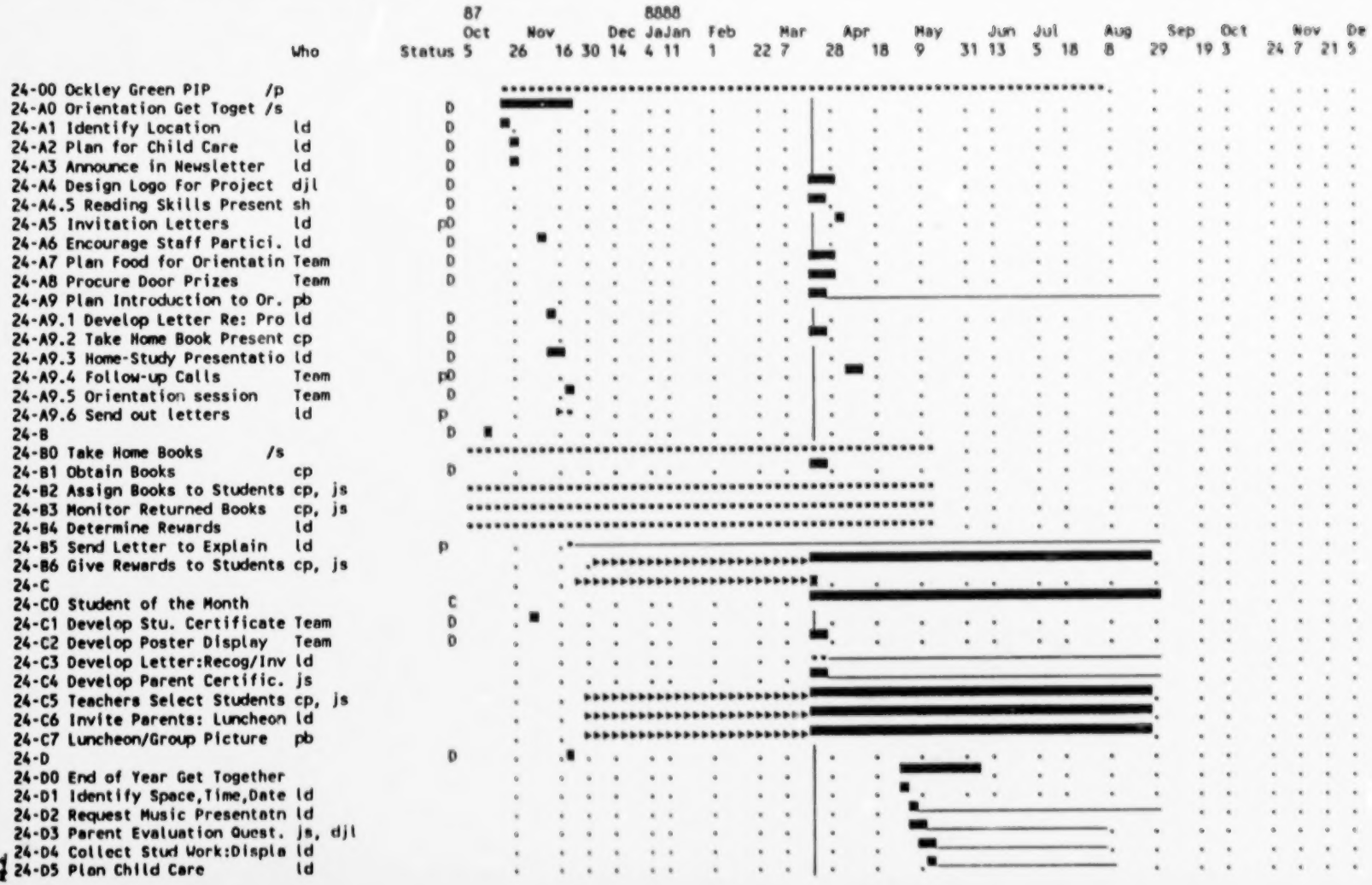
4. STATUS TODAY What is the situation like today in each KRA?	5. ACTIVITIES What must be done to get from 4 to 3? (Indicate in parentheses for each activity, who is responsible.)	6. SCHEDULE (MONTHS)	Nov	Dec	Jan	Feb	Mar	Apr	May	June					3. KEY RESULT AREAS Consolidate indicators into 3 or 4 key areas in which improvement would make the biggest difference in attaining the goal.	2. INDICATORS If the prescription is implemented, what would ideally be happening? What would the target area look or be like? (8 - 12 indicators)
A. No formal coordination of curriculum and instruction exists between regular classroom and Chapter 1 teachers.	1) Identify coordination plan. (Principal)	Frame	X												A. Students receive Chapter 1 instruction that coordinates with regular classroom instruction.	1: Teachers meet biweekly to coordinate curriculum.
		Monitor	(Plan)													
	2) Teachers meet biweekly. (Team Leader)	F	----------	----------	----------	----------	----------	----------	----------	----------	>					2: Teachers develop plan.
		M		(minutes)												
	3) Teachers develop team plan that specifies instructional skills to be addressed each week. (Curr. Coor.)	F	----------	----------	----------	----------	----------	----------	----------	----------	>					3: Teachers follow plan.
		M		(team plan)												4: Administrators support and promote plan.
		F														
		M														
B. There is no assessment of what instructional materials are available in Chapter 1 for literal comprehension and word problem skills and whether these materials are aligned with district curriculum.	1) List curr. materials on literal comprehension and word problems	F			X	X									B. Chapter 1 materials for word problem and literal comprehension skills are aligned with District curriculum and and regular classroom instruction.	5: Materials aligned with classroom and district curriculums.
		M		(list of materials)												
	2) Identify gaps between instructional materials & Dist. Curr	F			X	X										6: Address appropriate level of student need.
		M		(list of gaps)												
	3) Prioritize list of needed instructional materials.	F				X	X									7: Address specific areas of student need.
		M			(list of needed materials)											
	4) Obtain needed materials.	F				X	X	X								8: Transition from regular classroom to Chapter 1 is smooth and orderly.
		M			(obtain materials)											
C. The structure of Chapter 1 program is seen as disruptive by regular classroom teachers because it causes a loss of "time-on-task".	1) Visit other Ch 1 programs with different organizational structures (Lee & Linda)	F			X										C. The Chapter 1 program operations are restructured.	9: The amount of "time-on-task" is increased.
		M		(Visitation)												
	2) Obtain staff recommendations. (Lee and Arlelia)	F			X											
		M		(list of suggestions)												
	3) Notify parents of proposed changes and obtain input. (Lee & Linda)	F			X	X	X									
		M		(Parent meeting)												
	4) Identify alternative program structures. (Linda & Lee)	F			X											
		M			(list)											
D.	5) Select program structure. (Paul, Linda, Lee	F			X	X									D.	
		M			(select structure)											
		F														
		M														
		F														
		M														

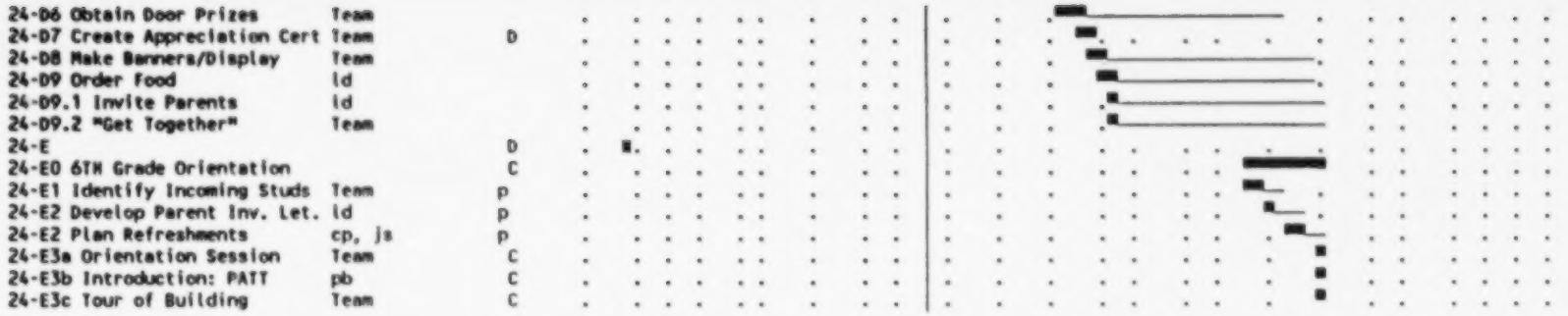
APPENDIX E

Schedule Name: Ockley Green: Program Improvement Project
Project Manager: The Chapter 1 Ledership Team
As of date: 21-Mar-88 3:29pm Schedule File: C:\DATA\TL\OCKLEY

The Pogram Improvement Project is "Parents as Teachers, Too".

This is a selective report. All items shown in bold
* Cannot start until 24-00 Ockley Green PIP /p finishes, or
* Must finish before 24-00 Ockley Green PIP /p can start


87
8888
Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov De
5 26 16 30 14 4 11 1 22 7 28 18 9 31 13 5 18 8 29 19 3 24 7 21 5
Who Status
24-00 Ockley Green PIP /p
24-A0 Orientation Get Toget /s
24-A1 Identify Location ld
24-A2 Plan for Child Care ld
24-A3 Announce in Newsletter ld
24-A4 Design Logo For Project djl
24-A4.5 Reading Skills Present sh
24-A5 Invitation Letters ld
24-A6 Encourage Staff Partici. ld
24-A7 Plan Food for Orientatin Team
24-A8 Procure Door Prizes Team
24-A9 Plan Introduction to Or. pb
24-A9.1 Develop Letter Re: Pro ld
24-A9.2 Take Home Book Present cp
24-A9.3 Home-Study Presentatio ld
24-A9.4 Follow-up Calls Team
24-A9.5 Orientation session Team
24-A9.6 Send out letters ld
24-B
24-B0 Take Home Books /s
24-B1 Obtain Books cp
24-B2 Assign Books to Students cp, js
24-B3 Monitor Returned Books cp, js
24-B4 Determine Rewards ld
24-B5 Send Letter to Explain ld
24-B6 Give Rewards to Students cp, js
24-C
24-C0 Student of the Month
24-C1 Develop Stu. Certificate Team
24-C2 Develop Poster Display Team
24-C3 Develop Letter:Recog/Inv ld
24-C4 Develop Parent Certific. js
24-C5 Teachers Select Students cp, js
24-C6 Invite Parents: Luncheon ld
24-C7 Luncheon/Group Picture pb
24-D
24-D0 End of Year Get Together
24-D1 Identify Space,Time,Date ld
24-D2 Request Music Presentatn ld
24-D3 Parent Evaluation Quest. js, djl
24-D4 Collect Stud Work:Displa ld
24-D5 Plan Child Care ld


24-D6 Obtain Door Prizes Team
24-D7 Create Appreciation Cert Team D
24-D8 Make Banners/Display Team
24-D9 Order Food id
24-D9.1 Invite Parents id
24-D9.2 "Get Together" Team
24-E D
24-E0 6TH Grade Orientation C
24-E1 Identify Incoming Studs Team p
24-E2 Develop Parent Inv. Let. id p
24-E2 Plan Refreshments cp, js p
24-E3a Orientation Session Team C
24-E3b Introduction: PATT pb C
24-E3c Tour of Building Team C

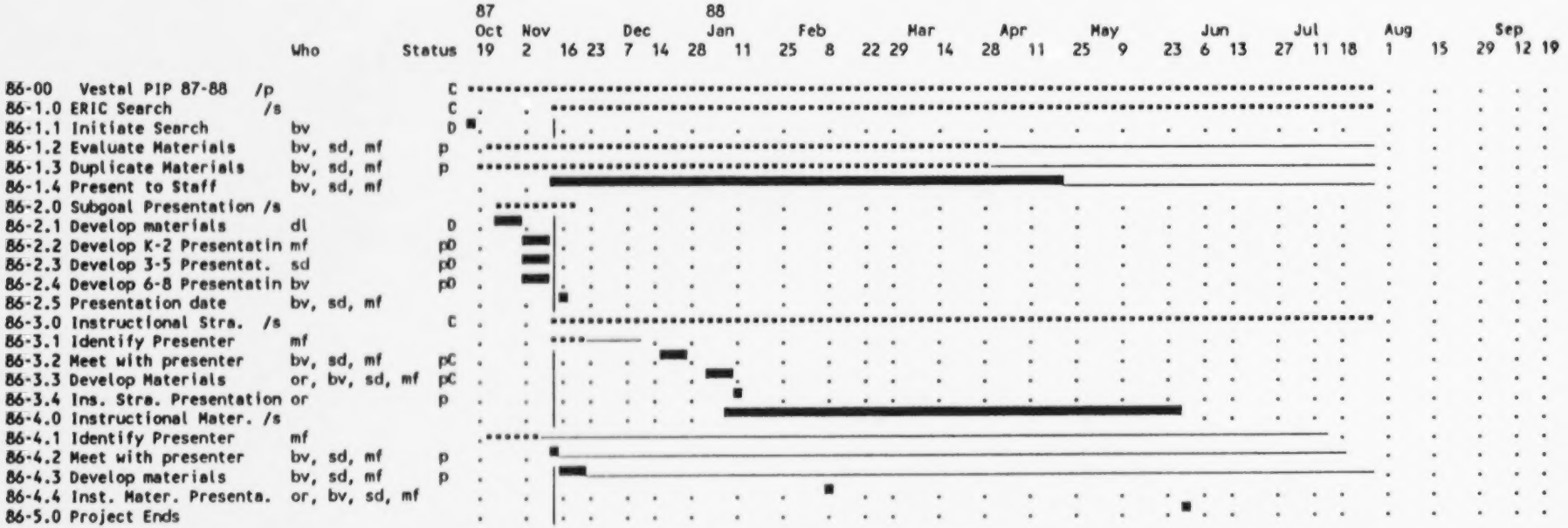
D Done — Task — Slack time (——), or
C Critical — Started task — Resource delay (——)
R Resource conflict — Milestone — Conflict
p Partial dependency
Scale: Each character equals 3 days

TIME LINE Gantt Chart Report Strip 1TIME LINE Gantt Chart Report Strip 2

APPENDIX E (Cont.)

Schedule Name: Vestal Chapter 1 Program Improvement Project
Project Manager: Vestal Leadership Team
As of date: 12-Nov-87 8:48am Schedule File: C:\DATA\TL\VESTAL

This is the plan for the Vestal Chapter 1 Program Improvement Project


87
88
Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sep
19 2 16 23 7 14 28 11 25 8 22 29 14 28 11 25 9 23 6 13 27 11 18 1 15 29 12 19
Who Status
86-00 Vestal PIP 87-88 /p C
86-1.0 ERIC Search /s C
86-1.1 Initiate Search bv D
86-1.2 Evaluate Materials bv, sd, mf p
86-1.3 Duplicate Materials bv, sd, mf p
86-1.4 Present to Staff bv, sd, mf
86-2.0 Subgoal Presentation /s
86-2.1 Develop materials dl D
86-2.2 Develop K-2 Presentatin mf pD
86-2.3 Develop 3-5 Presentat. sd pD
86-2.4 Develop 6-8 Presentatin bv pD
86-2.5 Presentation date bv, sd, mf
86-3.0 Instructional Stra. /s C
86-3.1 Identify Presenter mf
86-3.2 Meet with presenter bv, sd, mf pC
86-3.3 Develop Materials or, bv, sd, mf pC
86-3.4 Ins. Stra. Presentation or p
86-4.0 Instructional Mater. /s
86-4.1 Identify Presenter mf
86-4.2 Meet with presenter bv, sd, mf p
86-4.3 Develop materials bv, sd, mf p
86-4.4 Inst. Mater. Presenta. or, bv, sd, mf
86-5.0 Project Ends

D Done — Task — Slack time (——), or
C Critical ••• Started task Resource delay (——)
R Resource conflict ▮ Milestone ▸ Conflict
p Partial dependency
Scale: Each character equals 2 days

TIME LINE Gantt Chart Report

Strip

40

Appendix F

CHAPTER 1
PROGRAM IMPROVEMENT PROJECT
1987-88

SCHOOL	GOAL	TARGET AREA	PLAN
A	Reading, Math	Coordinate Curricula	Monthly Correspondence
B	Reading	Coordinate Curricula	Skills Inventory
C	Reading	Parent Involvement	Parents as Teachers, Too
D	Reading	Coordinate Curricula	In Focus Cards
E	Reading	Professional Development	Instructional Strategies
F	Math	Parent Involvement	TBD
G	Math	Professional Development	Use of Instr. Materials
H	Reading	Parent Involvement	Parents as Teachers, Too
I	Reading	Parent Involvement	Reading-at-Home
J	Word Meaning	Professional Development	Instructional Strategies & Materials